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ABSTRACT

A four-year longitudinal study was initiated during fall 1974 of a study sample consisting of all first-time freshmen (N=27,663) in occupational/career programs in 47 Illinois community colleges. Survey results indicated that only 56% of all students enrolled with the intent of preparation for employment in the career area of the program. Many enrolled with short duration objectives that could be met by completing a few courses. Enrollment patterns indicated that 63% of those students who enrolled as full-time students in fall 1974 were still enrolled during fall 1975; continuation rate for part-time students was 46%. Many students did not continue because they had completed their objectives, others withdrew temporarily because of other responsibilities. Of graduates, 84% were employed either full- or part-time. Of all former students, 16% were continuing their education. When asked how they found their present job, 55% reported finding it on their own, 19% continued in a prior job, 11% were assisted by college personnel, and 1.9% successfully used the college placement office. Former students with two to three years of community college education had a median monthly salary which was $216 higher than those with one year or less of college. Approximately 82% of graduates were either "satisfied" or "very satisfied" with their present job. Data tables outline the results. (MB)

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ED169958

ILLINOIS PUBLIC COMMUNITY COLLEGES

STATEWIDE OCCUPATIONAL STUDENT

FOLLOW-UP STUDY

Final Report Of A
Three Year Longitudinal Study Of Fall 1974
New Students Enrolled In Occupational Programs

JC 790 231

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February 1979

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HIGHLIGHTS OF THE ICCB STATEWIDE OCCUPATIONAL STUDENT FOLLOW-UP STUDY

1. The Statewide Occupational Student Follow-Up Study marked the first time that all public community colleges in Illinois were engaged in a comprehensive follow-up study of their occupational/career education students. The expertise and experience of a few individuals that have been engaged in follow-up studies for a number of years were utilized to develop instruments and manuals which assisted a large number of community colleges in initiating an occupational follow-up study for the first time. Special assistance was also provided through workshops conducted by the ICCB staff. All 38 Illinois public community college districts in existence in the Fall of 1974 participated in the study. A total of 27,663 Fall, 1974 first-time students enrolling in occupational/career curriculums constituted the study group. This group contained 12,512 full-time students and 15,151 part-time students. Female students constituted 50.3% of the total while 49.7% of the students were male. (See pages 1 and 2 for details.)

2. One of the most unique features of this follow-up study was the identification of the original intent of the students for enrolling in an occupational/career program at a community college. The results of this analysis revealed that only 56.2% of all occupational/career students enrolled at a college with the intent of preparation for employment in that career area. Many other students enrolled in an occupational/career program for short duration objectives such as "Improvement of Skills and Competencies in the Present Job or Business" or "Preparation for Specialized Training". This analysis revealed that we can expect many occupational/career students to accomplish their objectives after completing only a few courses at the community college. (See pages 4 and 5 for details.)

3. An analysis of the enrollment patterns of occupational/career students revealed that two out of three students (63.0%) who enrolled as full-time students in the Fall 1974 term were still enrolled during the Fall 1975 term while 37.0% were not enrolled. Of the students who enrolled on a part-time basis in the Fall 1974 term, less than half (45.8%) were still enrolled during the Fall 1975 term while 54.2% were not enrolled. However, an analysis of the reasons for discontinuing enrollment at a community college revealed that a majority of students either completed their objectives prior to withdrawing from college or withdrew from college only temporarily because of other responsibilities. Only 3.9% of the students withdrew because of academic difficulties. Some students (8.2%) indicated that they were financially unable to attend while 1.5% discontinued their enrollment because of transportation problems. (See pages 6-17 for details.)

4. The follow-up survey of former occupational/career students revealed that a large majority of former students obtained jobs and were in the labor force with only a small percentage being unemployed and actively seeking a job. Of those former students who graduated, 83.9% were employed either full-time or part-time while 2.9% were unemployed and actively seeking a job. Of those students who did not graduate, 76.3% were employed full-time or part-time, and 4.0% were unemployed and seeking a job. These job placement rates were much better than the state average rates for individuals of college age. (See pages 19-21 for details.)

5. Of all former students, 15.6% of both graduates and non-graduates were continuing their education as full-time students. An additional 8% of the graduates and 11.9% of the non-graduates were continuing their education on a part-time basis. (See pages 22 and 23 for details.)

6. When asked how they found their present job the largest proportion (33.4%) of former students said they found their job on their own while almost one out of five (18.1%) continued in a prior job. 11.0% found their job through a community college instructor or other community college personnel, and 1.8% reported that the college placement office was responsible for helping them find their present position. (See pages 24 and 25 for details.)

7. An analysis of monthly salaries of former students who were employed revealed that community college occupational/career education had a great impact on increasing the incomes of individuals. The former students who completed two to three years of education at the community college had a median monthly salary which was $216 per month higher than former students who completed one year or less at the community colleges. (See pages 27-29 for details.)

8. Former community college occupational/career students were generally very satisfied or satisfied with the position or job that they had after completing their community college education. 82% of the graduates reported they were either satisfied or very satisfied with their present job or position while only 9% were either dissatisfied or very dissatisfied. Of the non-graduates, 74% reported they were satisfied or very satisfied while 15% reported being either dissatisfied or very dissatisfied with their present job or position. (See pages 30-31 for details.)

9. A large majority of former community college occupational/career students obtained jobs in the same community in which the community college district is located. The results of the follow-up study indicated that 67% of the students took jobs in the community college district which they attended, an additional 28% of the students indicated that they located a job in Illinois outside of the community college district, while only 5% of the students reported taking jobs outside of Illinois. (See pages 32-33 for details.)

10. An analysis of the follow-up data by program area showed a considerable difference in placement rates and starting monthly salaries among the various occupational/career program areas. The programs with highest median monthly salaries were Fire Prevention and Control ($1,301), Coal Mining Technology (1,134), and Dental Hygiene ($1,051). (See pages 34-35 for details.)

11. An evaluation of the occupational/career courses in the community colleges by employed graduates revealed that a large majority found these courses to be either very helpful or helpful in various aspects of their present job or position. (See page 36 for details.)

PREFACE

The Illinois Community College Act specifies that the Illinois Community College Board shall conduct "...thorough, comprehensive and continuous study of the status of community college education, its problems, needs for improvement, and projected developments...". The Act further stipulates that the Board shall have the power, and it shall be its duty "to cooperate with the community colleges in continuing studies of student characteristics, admission standards, grading policies, performance of transfer students, qualifications and certification of facilities and any other problem of community college education ...".

The Illinois Community College Board has conducted a number of studies in response to the Illinois Community College Act. First, in 1970 a cooperative project with the American College Testing Program was conducted to analyze the characteristics of persons before they enrolled in public community colleges of Illinois. Each year since 1970, studies of community college student characteristics have been completed for those community college students taking the ACT Test. Second, a study on student development, "Student Development Programs in the Illinois Community Colleges", conducted during 1971-72, analyzed what happens to students while they attend the community colleges by describing the programs designed to serve students and promote their development. Third, several "follow-up" studies have been conducted about students after they left the college. The first statewide follow-up study of community college transfer students who subsequently enrolled at four-year colleges and universities was conducted in 1967 through 1969. A report of this study entitled "Performance of Transfer Students Within Illinois Institutions of Higher Education" was published in November, 1971. In 1973 a second statewide follow-up study of transfer students was initiated. This study was deemed essential because of the rapid growth in the number of community college districts and community college enrollment between 1967 and 1973. The final report of the follow-up study of the Fall, 1973 transfer students from Illinois public community colleges was completed in September, 1978. In this particular study only students transferring during the fall term 1973 from Illinois public community colleges to Illinois four-year colleges and universities were included.

This study was the first statewide follow-up study of occupational/career education students in Illinois public community colleges. The need for an occupational follow-up study was very great at both the state and local levels. In response to this need, the Illinois Community College Board Research Advisory Council identified the Occupational Student Follow-Up Study as their top priority project. This Statewide Occupational Student Follow-Up Study was developed through the efforts of the ICCB Research Advisory Council and the special occupational follow-up subcommittee. Both of these groups spent a considerable amount of time and effort in getting this study implemented. Considerable support was also given to this study by the Council of Presidents, who unanimously endorsed the study, and by the community college personnel, who realized the great need for this statewide effort despite the great deal of work that it meant at the local level. A report on Phase I of the Statewide Occupational Student Follow-Up Study was completed in June, 1975. This report described the characteristics of the students in the study. The second progress report, completed in January, 1978, analyzed the reasons for withdrawal and the results of the first and second year follow-up surveys. This final report includes the results of the third year follow-up survey added to the previous results.

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ACKNOWLEDGEMENTS

The development of the Statewide Occupational Student Follow-Up Study was initiated by the ICCB Research Advisory Council in the Spring of 1974. A special Occupational Follow-Up Study Sub-Committee was then formed to work closely and extensively with the ICCB staff in developing the standardized items and the procedures for the study. These two groups also provided statewide coordination of the Occupational Student Follow-Up Study. The ICCB staff wish to express their appreciation for the many hours of expert and dedicated service that the members of these groups contributed to this follow-up effort. The broad representation from the many community college personnel kept this study very responsive to local needs in addition to providing needed information for use at the state level. The members of each of these groups are listed below:

1974-75 ICCB Research Advisory Council Members

Dr. Henry Moughamian, Chairman, City Colleges of Chicago
Dr. Kenneth Epperson, Western Illinois University
Dr. Stephen J. Groszos, College of DuPage
Dr. Ernst Giesecke, Sangamon State University
Dr. Alfred R. Hecht, Moraine Valley Community College
Dr. John Cox, Wabash Valley Community College
Dr. John Nee, Richland Community College
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Mr. Chris Lozier, Kishwaukee College
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Dr. James Sullivan, Illinois Community College Trustees Association Staff
Dr. Ivan J. Lach, Illinois Community College Board Staff
Ms. Peggy Sheerin Kohl, Illinois Community College Board Staff

1974-75 ICCB RAC Occupational Follow-Up Study Subcommittee

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Ms. Marjorie Martin, Illinois Central College
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Dr. Clyde Washburn, Belleville Area College
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Dr. Ivan J. Lach, Illinois Community College Board Staff
Ms. Janet Stroud, Illinois Community College Board Staff
Ms. Peggy Sheerin Kohl, Illinois Community College Board Staff

Since most of the burden for implementing the follow-up study was at the local colleges, we want to express our appreciation to the hundreds of persons at the community colleges who spent thousands of hours surveying the students in the study and preparing the reports for the ICCB. We also want to thank the community college administrators for their support of this follow-up study.

INTRODUCTION

The Statewide Occupational Student Follow-Up Study was a four-year longitudinal study initiated during the fall term of 1974. The study sample consisted of all first-time freshmen enrolled in occupational/career programs in the public community colleges of Illinois during the fall 1974 term. The study was designed to continue tracking the students through the community colleges for three years with the final follow-up survey of former students scheduled for completion within one additional year. The study consisted of an identification of the characteristics of the first-time occupational/career students and their objectives for enrolling at the community college, an analysis of enrollment patterns and a survey of those students who discontinued their enrollment, and a follow-up survey each year for three years of those students who graduated or terminated their enrollment at the college during each of the three years.

Participation in the Statewide Occupational Student Follow-Up Study consisted of 38 public community college districts in Illinois (John Wood College was just founded in 1974 and had no students enrolled during 1974-75) and in all 47 community college campuses that had occupational/career students enrolled. At that time the Urban Skills Institute campus of City Colleges of Chicago had only General Studies students, and therefore, could not participate in the study.

The total number of students, in the follow-up study at the community colleges was a substantial 27,663 students. The number of students at any campus varied from a high of 3,770 at Triton College to a low of 88 at State Community College. The average number of students at each campus was approximately 600. The sample consisted of 15,151 part-time and 12,512 full-time students. Female students accounted for 50.3% of the total while male students made up 49.7%. Figure 1 on the next page illustrates the characteristics of the students in the study.

The Purposes of a Statewide Study

The need to have adequate measures of educational outcomes for community college occupational students has not only been written into federal legislation but is essential at all governmental levels to compete for limited financial resources. Data on educational outcomes are needed at the local institutional level for more effective occupational program planning and mangement. Previously, only a few community colleges in Illinois had continuous follow-up studies of occupational students which were essential to be able to complete the USOE "Placement of Program Completions in Vocational Education" (VE-22 Form) with valid data. Many Illinois community colleges were struggling to establish occupational follow-up studies but did not have the resources or the expertise to develop well-designed comprehensive studies. During 1973-74 the ICCB Research Advisory Council selected the statewide follow-up study of occupational students as its top priority project. The Council's primary goal was to aid local community colleges in establishing occupational follow-up studies at their institutions.

The efforts of the ICCB Research Advisory Council and the ICCB staff in coordinating a follow-up study of occupational students in all public community colleges of Illinois were believed to provide the following major advantages:

1. Provides uniform occupational program outcomes data for the entire Illinois public community college system. This provides a source of needed data to meet state level data inquiries;

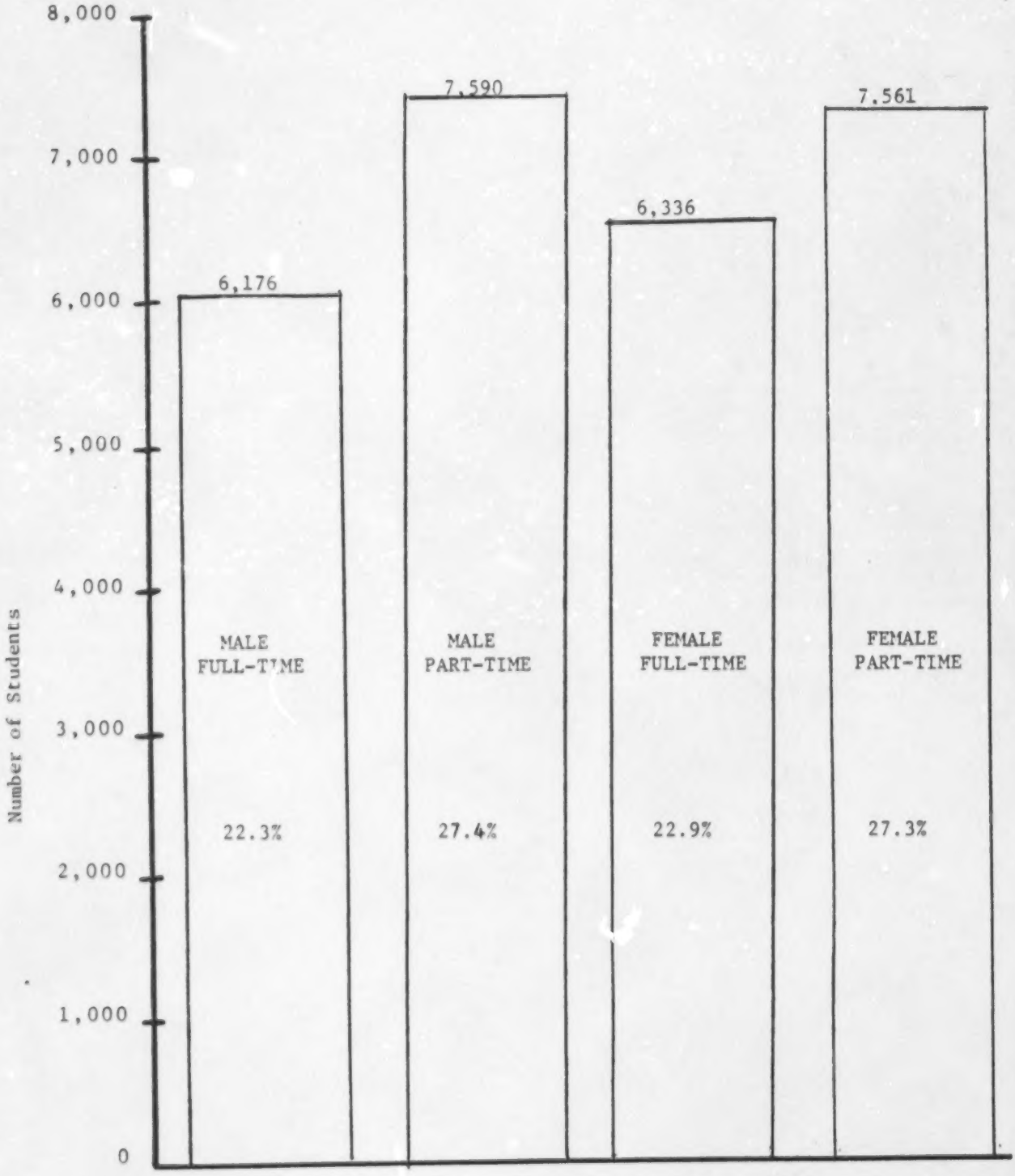

Figure 1: A DISTRIBUTION OF THE STUDENTS IN THE OCCUPATIONAL FOLLOW-UP STUDY SAMPLE BY MALE/FEMALE AND FULL-TIME/PART-TIME.

2. Utilizes the talents and expertise of professionals in the entire Illinois community college system in a common effort for all community colleges. The standardized survey instruments were adapted from ones developed and in use at several Illinois community colleges;

3. A statewide analysis of occupational follow-up data provides state norms for comparative purposes. These state norms are essential for analysis of local follow-up results; and,

4. Provides data support and analysis from the ICCB Management Information System to assist the local community colleges with the follow-up effort.

Objectives of the Study

Prior to the designing and development of the ICCB Statewide Occupational Follow-Up Study a considerable amount of time and effort was spent in specifying the objectives of the study. Input into the development of the objectives came from all sources because of the very broad representation on the Occupational Follow-Up Study Subcommittee and the ICCB Research Advisory Council. The following objectives were specified for the ICCB Statewide Occupational Follow-Up Study before the study was initiated:

1. To identify the reasons that students have for taking course work in occupational areas in the community colleges;

2. To determine to what extent former occupational students achieved their objectives;

3. To determine the enrollment patterns of occupational students in the community colleges of Illinois;

4. To determine the job location of former community college occupational students;

5. To assist and encourage local institutions in developing occupational follow-up studies;

6. To assist the local institutions in obtaining data necessary for master planning in occupational program areas; and,

7. To assist in providing necessary data for local occupational program advisory committees.

Research Method

The basic research design for this study was a longitudinal follow-up utilizing surveys of students at appropriate times. The study included the identification of the objectives of students for enrolling in occupational/career programs at the community college, an analysis of student enrollment patterns, a survey of students no longer enrolled after one year, and a follow-up survey each year for three years of those students who graduated or terminated their enrollment at the college during each of the three years.

One of the most unique features of this study was the analysis of enrollment patterns, reasons for discontinuing enrollment, and results of the follow-up surveys of students graduating or terminating their enrollment by the original objective of the student for enrolling in an occupational/career program.

The Population

The study included all students enrolled in occupational certificate or degree program areas who were new students at the college during the Fall 1974 term. (New students included only those with zero credit hours and excluded transfers.) Due to the very large number of students at large colleges a one-third random sample was utilized by colleges having over 275 students.

Limitations of the Study

Since the implementation of the Statewide Occupational Follow-Up Study was primarily done at the local community college level, the accuracy of the data depends on how well the procedures and definitions were adhered to by the persons responsible for the study at the colleges. Although manuals with instructions were utilized and workshops were conducted for all the staff involved with the study, a number of colleges had several different staff members responsible for the study due to changes in staffings which caused difficulty in the implementation of the study.

Another limitation of the study was the small number of responses received by some of the colleges from certain categories of students in the follow-up survey. Also, a few colleges did not submit all the required data for the follow-up study and were not included in some of the analysis. This limitation was primarily at the local level because the statewide response rates were usually adequate for state analysis.

Due to the fact that this study was designed to provide statewide information of former occupational/career students, it is limited by the lack of specificity of some items. The study was designed so that local colleges could add specific items relative to certain programs at their option but these were not collected on a statewide basis. Also, since each analysis required that the data had to be obtained from each college in the appropriate format it was impossible to analyse the data in a number of different ways to answer some of the questions which surfaced from some of the results.

The Student's Objectives

One of the most unique features of this follow-up study was the identification of the original intent of the student for enrolling in an occupational/career program at a community college. By identifying the objectives of the student, the follow-up survey attempted to determine whether or not the student was able to meet his or her objective.

The intent of the student was also very important for analysis of withdrawal rates, completion rates, and employment rates. Traditional follow-up studies have attempted to equate degree completion with success. However, a student who did not originally intend to complete a program should not be expected to do so. Hence, this intent item becomes essential for community college students because the assumption that all students are seeking degrees and certificates is probably a false one for the majority of community college students.

Figure 2 shows the distribution by student intent as reported in the study. The intent "Preparation for Employment in Occupational/Career Area" (56.2% of those reporting) was the most often sited by the occupational students for entering the college. This is the traditional goal which is often assumed for all occupational/career students. It is the goal of full-time students that have longer term objectives. Part-time students who are full-time employed have shorter term objectives. For example, a rather short term goal of many full-time employed students "Improvement of Skills and Competencies in Present Job or Business" (21.2%) was the second most often selected intent. Other objectives for enrolling in occupational programs selected by the students were: "Preparation for Advanced or Specialized Training" (11%); "Exploration of Career Opportunities in Vocational/Technical Areas (7.3%); and "Development and/or Review of Basic Vocational Skills" (4.3%).

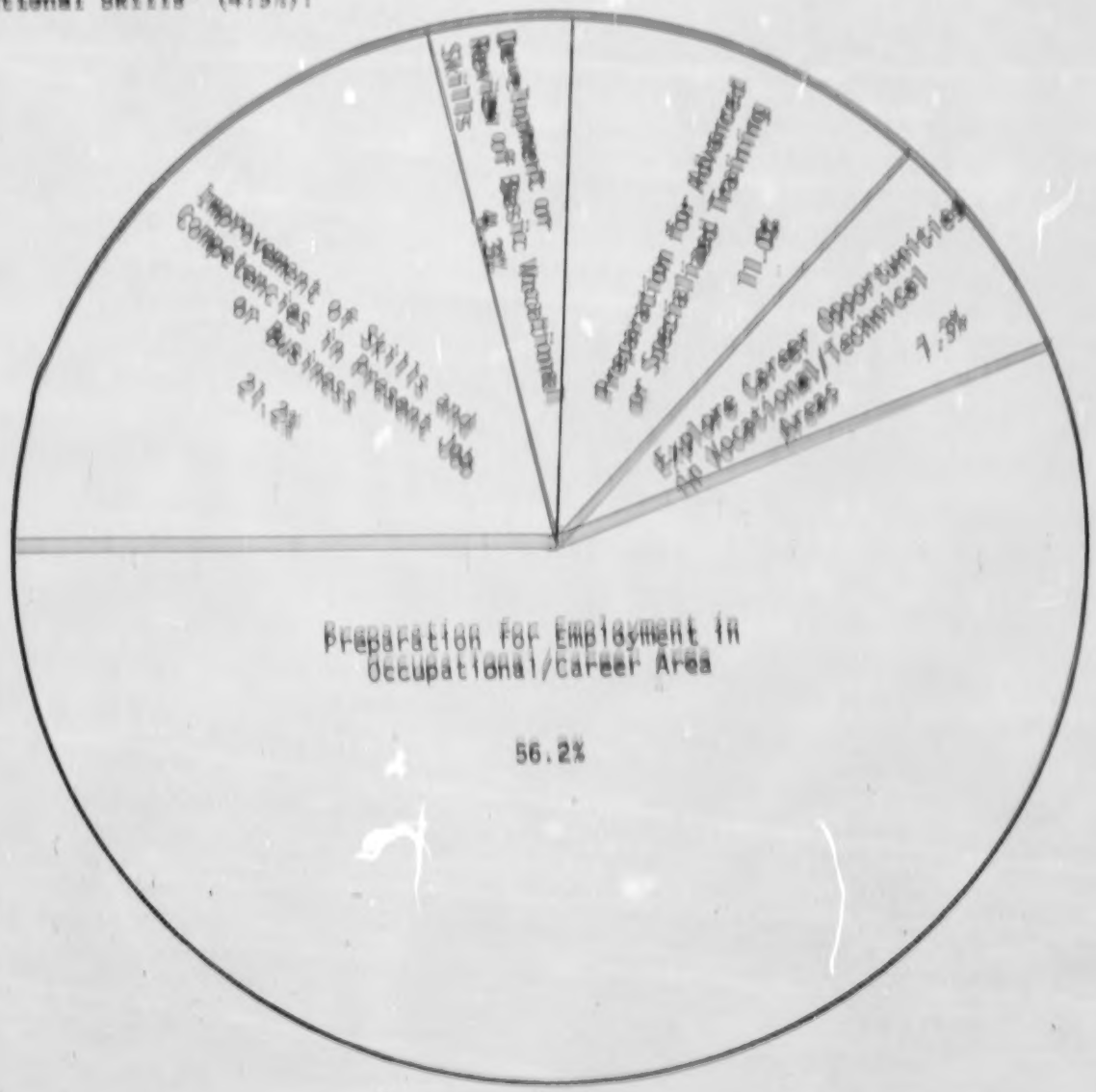
Development or Review of Basic Vocational Skills
4.3%
Preparation for Advanced or Specialized Training
11.0%
Explore Career Opportunities in Vocational/Technical Areas
7.3%
Improvement of Skills and Competencies in Present Job or Business
21.2%
Preparation for Employment in Occupational/Career Area
56.2%

Figure 2: ORIGINAL INTENT (OBJECTIVE) OF STUDENTS FOR ENROLLING IN AN OCCUPATIONAL/CAREER CURRICULUM AT ILLINOIS PUBLIC COMMUNITY COLLEGES AS REPORTED IN THE OCCUPATIONAL FOLLOW-UP STUDY

ICCB Statewide Occupational Follow-Up Study

ANALYSIS OF STUDENT ENROLLMENT PATTERNS

To analyse the pattern of student enrollment and the reasons for discontinued enrollment at the community colleges a special analysis which included all those students who had originally enrolled but were no longer in attendance a year later was completed. This analysis included many students who had temporarily dropped out of school and eventually made plans to re-enroll at the college whenever their circumstances changed. Also included in this group were students who originally planned to attend college only for the purposes of taking one or two courses to complete their objective. Hence, the reader is cautioned at this time not to infer any negative connotations with the enrollment rates. Table 1 below shows the enrollment rates obtained in the Occupational Follow-Up Study by full-time and part-time students. These results can be summarized as follows:

1. Of the full-time students who initially enrolled in occupational/career programs, two out of every three (63%) were still enrolled the following year while one out of three (37%) were not enrolled during the Fall 1975 term.

2. Of the part-time students who initially enrolled in occupational/career programs, one out of two (45.8%) were enrolled the following year while 54.2% were not enrolled during the Fall 1975 term.

Table 1

ENROLLMENT RATES OF STUDENTS ONE YEAR AFTER INITIAL ENROLLMENT

	Students in the Study Enrolled in Fall 1974	Number of Students Enrolled During Fall 1975		Number of Students Not Enrolled During Fall 1975	
	N	N	%	N	%
Full-Time	10,877	6848	63.0%	4029	37.0%
Part-Time	13,092	5996	45.8%	7096	54.2%
Total	23,969	12,844	53.6%	11,125	46.4%

The data shown in Table 2 shows the enrollment rates obtained in the Occupational Follow-Up Study by geographic area of the college. The results of this analysis can be summarized as follows:

3. Community colleges in urban areas experienced a much higher withdrawal rate among their full-time students enrolled in occupational/career programs and have a lower withdrawal rate among their part-time students than the state average.

4. Community colleges in rural areas and small cities experienced a much lower withdrawal rate among their full-time students and a much higher withdrawal rate among their part-time students than the state average.

5. Community colleges in suburban areas experienced withdrawal rates among their full-time and part-time students which were very close to the state average and between the two extremes of the urban and rural/small city community colleges.

Table 2

ENROLLMENT RATES BY GEOGRAPHIC AREA OF COLLECE ONE YEAR AFTER INITIAL ENROLLMENT

	Full-Time Students N=4029		Part-Time Students N=7096		All Students N=11,125	
	Enrolled	Not Enrolled	Enrolled	Not Enrolled	Enrolled	Not Enrolled
Urban *	49.9%	50.1%	55.3%	44.7%	53.1%	46.9%
Suburban *	58.6%	41.4%	44.5%	55.5%	49.8%	50.2%
All Other (Rural and Small Cities)	69.8%	30.2%	40.2%	59.8%	58.6%	41.4%
Total	63.0%	37.0%	45.8%	54.2%	53.6%	46.4%

The enrollment rates of community college students in other studies were similar to those found in this study. Astin (1972,1975) found the attrition rate from one year to the next was 50% or greater for entering community college freshmen; Lightfield (1975) reported different attrition rates for entering full-time freshman (21%) and entering part-time freshmen (70%) for the succeeding semester. Brunner and Packwood (1977) found smaller attrition rates for full-time (11%) and day-time (27%) students as compared to part-time (51%) and evening (52%) students. Brunner and Packwood also found the non-returning students had a significantly larger number of goal changes than did returning students. However, most community college students who withdrew from college do so only temporarily or because they have completed their educational goals. Bossan and Furnett (1970) and Lightfield (1975) found that community college students who withdrew from school did re-enroll at later dates. Nickens (1976) redefined the community college dropout as the nonpersistent students who have not reached their educational goals and have no plans to complete these goals. Using this definition, Nickens found that less than 2% of community college students were dropouts.

* Urban community colleges consisted of the eight campuses of City Colleges of Chicago while the suburban colleges consisted of all those colleges in the Chicago and St. Louis suburban areas. All other community colleges in Illinois were classified into the category rural or small city.

Enrollment Analysis By Student Intent

Since many of the occupational students in the study indicated that their educational objectives were of a short-term nature which did not include completing a certificate or a degree program, it must be realized that discontinuation of enrollment does not necessarily mean that the students did not complete their objectives for attending the community college. For example, many students indicated that they enrolled at the college primarily to improve their skills and competencies in their present job or business. This particular objective could be accomplished during one term by completing one particular course. Hence, the student could have completed his objective without being enrolled in college a year later. Since the original intent of the student for enrolling in an occupational program at a community college was obtained at the beginning of the study, an analysis of the enrollment rates by student intent was possible. This analysis which is shown in Table 3 on the next page reveals that a higher rate of students discontinued their enrollment at college in those intent categories that were short-term in nature. The results of this analysis can be summarized as follows:

1. Occupational students that had the intent "Preparation for Employment in an Occupational/Career Area" as their intent for enrolling at the college tended to stay enrolled at the college at a substantially higher rate (64.1%) than the average of all occupational/career students.

2. Occupational/career students who enrolled at the community college with the intent "Development and/or Review of Basic Vocational Skills" discontinued their enrollment at the college at a much higher rate than the average of all community college occupational/career students.

3. Occupational/career students who enrolled on a part-time basis discontinued their enrollment at a higher rate (54.2%) than did students who enrolled on a full-time basis (37.0%).

4. This analysis shows that continued enrollment rates of occupational/career students in the community colleges were affected by the original intent of students for enrolling at the community college. In general, the more short-term the intent, the higher the rate for discontinued enrollment.

Table 3

ENROLLMENT RATES BY STUDENT INTENT ONE YEAR AFTER INITIAL ENROLLMENT

Original Student Intent	Full-Time Students N=4029		Part-Time Students N=7096		All Students N=11,125	
	Enrolled	Not Enrolled	Enrolled	Not Enrolled	Enrolled	Not Enrolled
Preparation for Employment in an Occup./Career Area	69.3%	30.7%	54.1%	45.9%	64.1%	35.9%
Improvement of Skills and Competencies useful in Present Job or Business	64.9%	35.1%	51.0%	49.0%	52.9%	47.1%
Development and/or Review of Basic Vocational Skills	49.1%	50.9%	38.6%	61.4%	41.0%	59.0%
Preparation for Advanced or Specialized Training	62.6%	37.4%	55.7%	44.3%	59.2%	40.8%
Exploration of Career Opportunities in the Voc./Tech. Areas	64.0%	36.0%	47.0%	53.0%	53.4%	46.6%
Intent Not Given or Unknown	50.3%	49.7%	38.6%	61.4%	42.6%	57.4%
Total	63.0%	37.0%	45.8%	54.2%	53.6%	46.4%

Survey of Non-Enrolled Students

The enrollment status of students could be determined by simply checking the college records to see whether the students have graduated and to determine whether or not they were enrolled during the fall 1975 term. Although this analysis produced very meaningful data and valuable statewide norms for use by individual community colleges in analyzing their own student enrollment patterns, it did not provide the reasons why students discontinued their enrollment. To determine the reasons why students interrupted their college education and to find out whether or not they have completed their educational objectives at the community colleges, it was necessary to survey all those students that were not enrolled during the fall 1975 term. Surveys of students no longer enrolled are always difficult to do because the addresses of many students are unavailable and because the number of students that are willing to respond to these surveys is relatively low. In this Occupational Student Follow-Up Study the student surveys were conducted by each of the Illinois community colleges. An effort was made to get a good response rate to this survey by mailing second requests and by use of the telephone by many colleges. Table 4 shows the statewide response rate on this survey. Of the 11,125 students that were surveyed, 3,929 responses were obtained. This 35.3% response rate statewide provided a total sample which was large enough to make the results meaningful. Although no analysis was made of non-responded bias in this study, many local community colleges that routinely check for non-responded bias generally find no bias in studies of this type.

Table 4

RESPONSE RATE TO THE NON-ENROLLED STUDENT SURVEY

	No. Surveyed	No. Responded	Response Rate
Full-Time Students	4029	1493	37.1%
Part-Time Students	7096	2436	34.3%
All Students	11,125	3,929	35.3%

Reasons Why Students Discontinue Being Enrolled

The students who were in the Occupational Follow-Up Study and were not enrolled for the Fall 1975 term were asked their reasons for not continuing their enrollment. Figure 3 on page 11 shows the results of this analysis. The largest proportion of students (26.3%) did not check any of the listed reasons on the survey instrument but marked "Other" and specified particular personal reasons which they had. The second most common reason indicated by the students in the follow-up survey for not re-enrolling at the community college was "Took all Courses Originally Planned". An analysis of this item by full-time and part-time students, which is shown in Table 5 on page 12, shows that 22.2% of the part-time students who discontinued their enrollment gave as their reason "Took all Courses Originally Planned". The third highest reason for dicontinuing enrollment from college was "Present Job Responsibilities Too Great".

ICCB Statewide Occupational Follow-Up Study

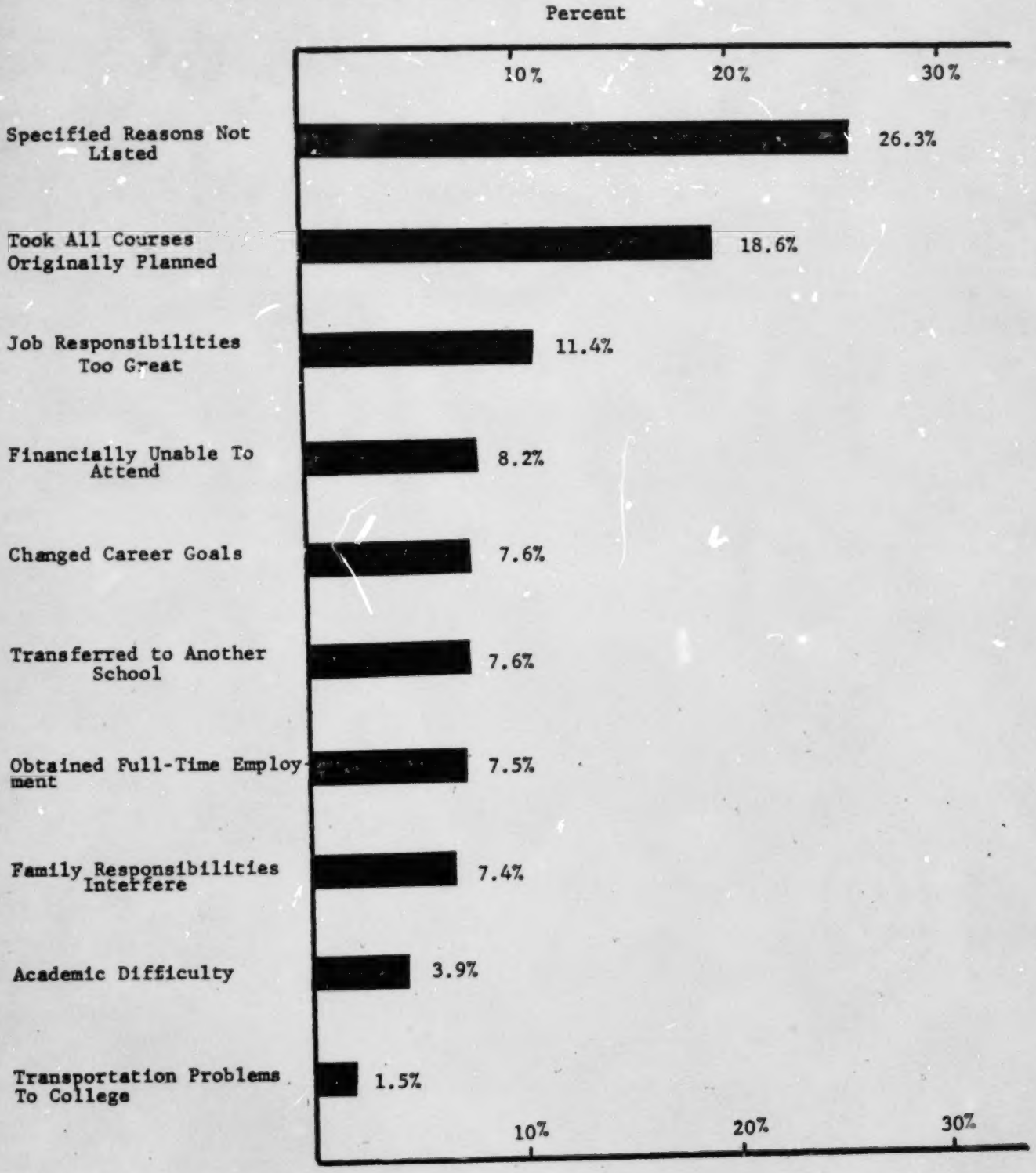

Figure 3: REASONS GIVEN FOR WITHDRAWING FROM COLLEGE BY OCCUPATIONAL/CAREER STUDENTS IN THE STATEWIDE FOLLOW-UP STUDY.

Table 5

REASONS WHY STUDENTS DISCONTINUED THEIR ENROLLMENTS IN OCCUPATIONAL/ CAREER PROGRAMS AT COMMUNITY COLLEGES

Reasons	Full-Time Students (N=1493)	Part-Time Students (N=2436)	Total Students (N=3929)
1. Other Specified Reasons	28.1%	25.1%	26.3%
2. Took All Courses Originally Planned	12.6%	22.2%	18.6%
3. Job Responsibilities Too Great	7.1%	14.0%	11.4%
4. Financially Unable to Attend	8.8%	7.9%	8.2%
5. Changed Career Goals	10.1%	6.0%	7.6%
6. Transferred to Another School	10.0%	6.1%	7.6%
7. Family Responsibilities Interfere	4.1%	9.5%	7.4%
8. Academic Difficulty	6.3%	2.5%	3.9%
9. Obtained Full-time Employment in Related Area of Preparation at College	4.8%	3.2%	3.8%
10. Obtained Full-Time Employment in Area of Preparation at College	6.4%	2.1%	3.7%
11. Transportation Problems to College	1.7%	1.4%	1.5%

A summary of the reasons given by students for discontinuing their enrollment in an occupational/career program at a community college follows:

1. Many community college students discontinued their enrollment at the college because they have completed their objective by taking all courses originally planned (18.6%), transferred to another school (7.6%), or obtained full-time employment (7.5%). Hence, 33.7% of those students no longer enrolled completed their objectives for attending the community college.

2. Since the study included many community college students who were full-time employees a substantial proportion of the reasons for withdrawals had to do with such reasons as "Job Responsibilities Too Great" (11.4%), and "Family Responsibilities Interfere (7.4%). These reasons indicate that these students were intermitent attenders of the community college and will, no doubt, be back at a community college when the temporary situations in their jobs or in their families are resolved.

3. Only a small percentage of community college occupational/career students withdrew because of academic difficulty at the community college (3.9%).

4. A number of community college students indicated their reasons for withdrawal as "Financial or Transportion Problems". Although the percentages were not abnormally large, these are items which do present barriers to community college education for some students.

Major reasons for withdrawaing from college among the full-time students were "Taking all Courses Originally Planned" (12.6%), "Obtaining Full-Time Employment" (11.2% Item I and J combined), "Changed Career Goals" (10.1%), and "Transferred to Another School " (10.0%). Among full-time and part-time students, 7.5% of the students that withdrew from college did so because they obtained full-time employment in either the exact area of preparation at the college or in a related field. Of the full-time students 6.4% withdrew because they obtained full-time employment in an area of preparation at the college while an additional 4.8% obtained full-time employment in a field related to the area of preparation at the community college.

A fairly large percentage of students (8.2%) withdrew from a community college because of financial problems and a substandial number (7.4%) withdrew from college because of a family responsibility. Of particular interest is the fact that the "Other Specified Reasons" for withdrawing from college was indicated by a large percentage of the students (26.3%). This particular item on the survey instrument was simply indicated as "Other Reasons" and the student was asked to specify his particular reason for withdrawal. Some of the reasons which could be included in this item by the students were conflicting job hours, change in residence, dissatisfaction with content of course, personal health, and a variety of other specific reasons which the student might indicate. Only 3.9% of the occupational students in community colleges withdrew from school because of academic difficulties which is the commonly assumed reason for the majority of withdrawals from school.

Withdrawal Analysis by Student Objective

The next analysis of the reasons for occupational students to withdraw from a community college prior to completing their certificate or degree program was done by considering the original intent of the student for enrolling at the community college. The results of this analysis are shown in Tables 6 and 7 on the following two pages. This analysis revealed that the reasons for withdrawal differ considerably by the original intent of the student and by whether or not the student is full-time or part-time. The following is an analysis of the reasons for withdrawal of students from the community college for each of the intent categories chosen by the student at original enrollment.

1. Original Intent: Preparation for Employment in an Occupational/Career Area

This group of occupational/career students indicated that their primary objective for attending the community college was preparation for employment in an occupational/career area. This is the objective we would normally expect students to indicate in such programs as registered nursing, electronics technology, dental hygiene, etc. Of the full-time students who withdrew from college from this category, 12.8% did so because they took all courses originally planned, 12.7% obtained full-time employment, 10.5% changed their career goals, 8.9% transferred to another school, and 8.2% were financially unable to continue in college. Of the students that obtained full-time employment, 7.6% were employed in the exact area of preparation at the college, while 5.1% were employed in an area related to their preparation. Part-time students who indicated preparation for employment in an occupational/career area as their primary reason for enrolling at the college and later withdrew from college did so for the following reasons: 19% took all courses originally planned; 11.5% had job responsibilities which were too great; 8.7% had financial problems; 8.4% indicated family responsibilities were too great; and 7.5% obtained full-time employment. It must be pointed out that a substantial number of students in this category indicated reasons for withdrawing from college which showed that they had completed their original objective for enrolling.

2. Original Intent: Improvement of Skills and Competencies Useful in Present Job or Business

The students, who indicated that their primary reason for enrolling at the college was "Improvement of Skills and Competencies Useful in Present Job or Business", were employed at the time of enrollment at the college and were taking courses or programs primarily designed for the improvement of skills and competencies needed in their present position. This intent is common for part-time students who stay at the college for a short duration. Of those part-time students with this intent who withdrew from college, 27.4% did so because they took all courses originally planned. This indicates that this group of students had completed their original intent for enrolling at the college. Another 4.8% of these students withdrew because they obtained full-time employment in an area which was at least related to their preparation at the college. Other major reasons for withdrawing were "Job Responsibilities Too Great" (15.0%) and "Family Responsibilities Interferring With College Attendance" (8.8%). Of the full-time students with this intent who withdrew from college, 15.4% had taken all the courses they originally planned; 11.0% were financially unable to continue; 9.9% obtained full-time employment; 9.9% changed career goals, and 9.9% had job responsibilities which were too great.

TABLE 6

REASONS FOR WITHDRAWING FROM COLLEGE BY STUDENT OBJECTIVE
Full-Time Students

ORIGINAL INTENT OF STUDENT

Reasons for Withdrawal	1. Preparation for Employment in an Occup/Career Area	2. Improvement of Skills and Competencies useful in Present Job or Business	3. Development and/or Review of basic Vocational Skills	4. Preparation for Advanced or Specialized Training	5. Exploration of Career Opportunities in the Voc/Tech Areas	6. No Intent Given/Unknown	All Full-Time Students
A. Took all Courses originally planned	12.8%	15.4%	14.3%	14.3%	11.6%	6.1%	12.6%
B. Academic Difficulty	6.7%	6.6%	5.7%	3.4%	5.8%	7.1%	6.3%
C. Changed Career Goals	10.5%	9.9%	8.6%	9.1%	15.1%	5.3%	10.1%
D. Transferred to Another School	8.9%	4.4%	8.7%	22.9%	3.5%	10.6%	10.0%
E. Job responsibilities too great	5.8%	9.9%	14.3%	6.9%	10.5%	11.5%	7.1%
F. Financially unable to attend	8.2%	11.0%	8.6%	9.7%	11.6%	8.8%	8.8%
G. Transporatation problems to college	1.4%	2.2%	2.6%	2.3%	2.3%	1.8%	1.7%
H. Family responsibilities interfere	4.5%	3.3%	0.0%	2.3%	1.2%	7.1%	4.1%
I. Obtained full-time employment in area of preparation at college	7.6%	7.7%	11.4%	1.7%	2.3%	4.4%	6.4%
J. Obtained full-time employment in related area of preparation at college	5.1%	2.2%	8.6%	2.3%	5.8%	5.3%	4.8%
K. Other specified reasons	28.5%	27.5%	17.1%	25.1%	30.2%	31.6%	28.1%
Total	100%	100%	100%	100%	100%	100%	100%

TABLE 7

REASONS FOR WITHDRAWING FROM COLLEGE BY STUDENT OBJECTIVE

Part-Time Students

ORIGINAL INTENT OF STUDENT

Reasons for Withdrawal	1. Preparation for Employment in an Occup/Career Area	2. Improvement of Skills and Competencies useful in Present Job or Business	3. Development and/or Review of basic Vocational Skills	4. Preparation for Advanced or Specialized Training	5. Exploration of Career Opportunities in the Voc/Tech Areas	6. No Intent Given/Unknown	All Full-Time Students
A. Took all Courses originally planned	19.0%	27.4%	26.3%	19.3%	18.7%	20.8%	22.2%
B. Academic Difficulty	3.9%	2.6%	2.3%	1.0%	1.0%	1.5%	2.5%
C. Changed Career Goals	7.6%	4.3%	3.4%	5.8%	10.5%	5.1%	6.0%
D. Transferred to Another School	5.7%	4.6%	3.4%	13.5%	8.6%	5.6%	5.1%
E. Job responsibilities too great	11.5%	15.0%	16.6%	12.1%	15.3%	15.4%	14.0%
F. Financially unable to attend	8.7%	6.4%	4.7%	13.5%	7.2%	7.5%	7.9%
G. Transporatation problems to college	1.5%	1.4%	1.1%	1.4%	1.4%	1.5%	1.4%
H. Family responsibilities interfere	8.4%	8.8%	10.3%	7.7%	11.5%	11.6%	9.5%
I. Obtained full-time employment in area of preparation at college	3.6%	1.7%	2.9%	.48%	.48%	1.5%	2.1%
J. Obtained full-time employment in related area of preparation at college	3.9%	3.1%	3.4%	1.4%	2.4%	3.0%	3.2%
K. Other specified reasons	26.0%	24.5%	24.6%	23.8%	23.0%	26.6%	25.1%
Total	100%	100%	100%	100%	100%	100%	100%

3. Original Intent: Development and/or Review of Basic Vocational Skills

Students who indicated that their primary reason for enrolling at the college was development and/or review of basic vocational skills, were generally either full-time students in developmental occupational programs or part-time students learning new basic vocational skills. Of the full-time students with this intent who withdrew from college, 20.0% did so because they obtained full-time employment; 14.3% withdrew because they took all courses originally planned; and another 14.3% withdrew because job responsibilities were too great. Of the part-time students with this intent who withdrew from college, 26.3% took all courses which they originally planned; 16.6% had job responsibilities which were too great; and 10.3% had family responsibilities which interferred with their college attendance.

4. Original Intent: Preparation for Advanced or Specialized Training

Students who indicated that their primary reason for enrolling in an occupational/career program at a community college was the preparation for advanced or specialized training were generally ones that planned to take a limited amount of course work in this area and then transfer to another school. Of those full-time students with this intent who withdrew from college, 22.9% transferred to another school; 14.3% took all courses originally planned; 9.7% were financially unable to continue; and 9.1% changed career goals. Of the part-time students with this intent who withdrew from college, 19.3% did so because they took all courses originally planned; 13.5% transferred to another school; 13.5% withdrew because of financial difficulties; and 12.1% had job responsibilities which were too great. Hence, a large proportion of students in this category completed their objectives of preparing for advanced training at a community college and then transferring to another school.

5. Original Intent: Exploration of Career Opportunities in the Voc./Tech. Areas

Students who indicated the exploration of career opportunities in the vocational/technical areas as their primary reason for enrolling at the community college were generally ones who were undecided about their career goals and were interested in exploring various vocational/technical areas. Of the full-time students with this intent who withdrew from college, 15.1% changed their career goals; 11.6% took all courses originally planned; 11.6% withdrew because of financial difficulties; and 10.5% had job responsibilities which were too great. Of the part-time students with this intent who withdrew from college, 18.7% did so because they took all courses originally planned; 15.3% had job responsibilities which were too great; 11.5% had family responsibilities which interferred; and 10.5% changed their career goals.

This analysis of the reasons for withdrawing from occupational programs within a community college by the original intent of the student reveals that students with different objectives withdrew from college for a variety of different reasons and that many of the reasons for withdrawal indicate that the original objectives of the students were successfully completed. In some situations, some of the reasons for withdrawal simply indicate that a postponement of the original intent is necessary and the students can be expected to continue the pursuit of their objectives on an intermittent basis; that is, when their present job responsibilities or family responsibilities enable them to do so. These results show that the occupational/career programs in the community colleges serve a wide variety of students in the community, many of whom attend for a short period of time but often satisfy their objectives for enrolling at the college. This study also showed that in analyzing student outcomes in the community colleges it is essential that student goals or objectives are the basis of analysis rather than assumed student goals such as degrees or certificates earned.

FOLLOW-UP SURVEY OF FORMER OCCUPATIONAL/CAREER STUDENTS

The Statewide Occupational Student Follow-Up Study included a survey of all graduates and non-graduates who discontinued their enrollment at the community college to find out to what extent former occupational/career students achieved their objectives, information about their employment status, their average monthly income, where and how they located their job, their job satisfaction, and their evaluation of occupational/career courses at the community college. This follow-up was conducted in November through January following each year of the study on those students who either graduated or discontinued their enrollment during that year.

The graduates and non-graduates were analyzed separately and are identified by first, second, and third year. The total number of students included in these surveys was 10,804 and consisted of 548 first year graduates, 4,165 first year non-graduates, 1,446 second year graduates, 2,293 second year non-graduates, 928 third year graduates, and 1,424 third year non-graduates. The response rates for these groups ranged from 35.3% for the second year non-graduates to 73.8% for the third year graduates. A detailed analysis of each year's follow-up surveys are shown in a later section of this report. The chart below shows the number of students surveyed and the number of students responding in the follow-up surveys. The response rates by college can be found in Tables 18, 19, and 20 in Appendix A and the standardized instruments used in the follow-up survey are shown in Appendix C of this report.

TABLE 8

RESPONSE RATES TO THE FOLLOW-UP SURVEY

First Year Follow-Up Survey November 1975 - January 1976	Number Surveyed	Number Responding	Response Rate
Graduates	548	347	63.3%
Non-Graduates	4165	1565	37.6%
Second Year Follow-Up Survey November 1976 - January 1977			
Graduates	1509	989	65.5%
Non-Graduates	2347	821 *	35.0%
Third Year Follow-Up Survey November 1977 - January 1978			
Graduates	928	685	73.8%
Non-Graduates	1424	514	36.1%
TOTAL	10,804	4,863	45.0%

* An additional 40 students from one college responded and were used in the study, however, the number of students surveyed at that college was unknown, hence, these were omitted from calculation of the response rate.

Employment Status of Former Occupational/Career Students

One of the standardized items on the follow-up survey was designed to obtain the status of former occupational/career students. Since prior experience with similar follow-up studies indicated that former students have various combinations of employment and continued education, a comprehensive list of choices was provided for possible responses.

Table 9 below shows the employment status of former occupational/career students. These results are shown separately for graduates and non-graduates because there are some important differences between these two groups of students. Of all former students 79.4% were in the labor force, 3.6% were unemployed and actively seeking a job, 15.4% were unavailable for employment because they were either full-time students, full-time homemakers or in the military, and 1.6% were unemployed and not seeking a job. The 3.6% of former students unemployed and actively seeking a job is comparable to the unemployment rate which was 7.1% in Illinois during 1975 for all age groups and much higher for the 18 to 24 age group which accounted for a majority of the former students.

The employment status results which are summarized in Table 10 on page 21 show that the graduates had a significantly higher employment rate and a lower unemployment rate than did non-graduates. Table 10 on the next page shows the detailed employment status of former occupational/career students in this study.

TABLE 9

SUMMARY OF THE EMPLOYMENT STATUS OF FORMER STUDENTS IN THE FALL 1974 OCCUPATIONAL FOLLOW-UP STUDY

Employment Status	Graduates	Non-Graduates	All Former Students
Employed	83.9%	76.3%	79.4%
Unavailable for Employment	12.4%	17.5%	15.4%
Unemployed: Not Seeking a Job	0.8%	2.2%	1.6%
Unemployed and Actively Seeking a Job	2.9%	4.0%	3.6%

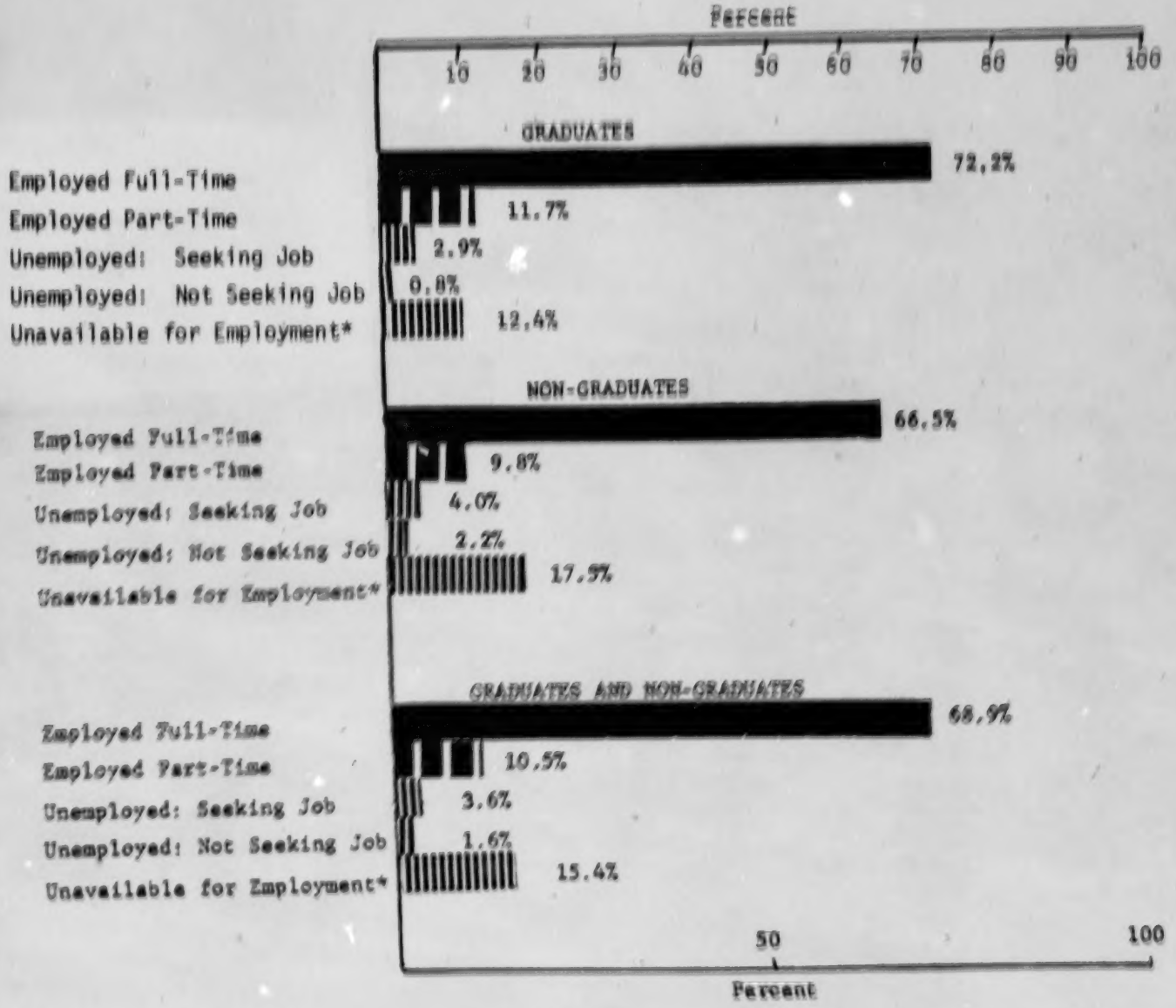

FIGURE: 4 EMPLOYMENT STATUS OF FORMER COMMUNITY COLLEGE OCCUPATIONAL/CAREER STUDENTS

* Includes full-time students, full-time homemakers, persons in the military, and other. See Table 8 on page 22 for a detailed distribution.

Table 10

EMPLOYMENT STATUS OF FORMER COMMUNITY COLLEGE OCCUPATIONAL/CAREER GRADUATES AND NON-GRADUATES
(N = 4961)

Employment Status	Graduates Number	Graduates Percent	Non-Graduates Number	Non-Graduates Percent	Total Number	Total Percent
1. In the Labor Force and Not in School						
a. Employed Full-Time (35 hrs. or more a Week)	1291	64.2%	1586	54.8%	2877	58.7%
b. Employed Part-Time (Less than 35 hrs. a Week)	103	5.1%	135	4.7%	238	4.9%
2. In the Labor Force and also Going to School						
a. Working Part-Time and Going to School Part-Time	28	1.4%	57	2.0%	85	1.7%
b. Working Full-Time and Going to School Part-Time	133	6.6%	284	9.8%	417	8.5%
c. Working Full-Time and Going to School Full-Time	24	1.2%	31	1.1%	55	1.1%
d. Full-Time Student and Working Part-Time	105	5.2%	90	3.1%	195	3.9%
3. Not in Labor Force						
a. Full-Time Student	184	9.2%	331	11.4%	515	10.5%
b. Full-Time Homemaker	55	2.7%	162	5.6%	217	4.4%
c. Unemployed and Actively Seeking a Job	59	2.9%	117	4.0%	176	3.6%
d. Unemployed: Not Seeking a Job	16	0.8%	63	2.2%	79	1.6%
e. Military Service	3	0.2%	24	0.8%	27	0.6%
Other	9	0.5%	14	0.5%	23	0.5%
Total Responding	2010		2894		4904	100.0%
No Response to This Item	11		46		57	
Total	2021		2940		4961	

Status of Former Students By Original Intent for Enrolling at the College:

An analysis of the status of former students of occupational/career programs in the community colleges of Illinois was also done by using the original intent of the student for enrolling at the community college. This analysis has done separately for graduates and non-graduates and was compiled for each of the three years of the follow-up survey. The results of this analysis for all graduates and all non-graduates are shown in Table 28 and Table 29 in Appendix B.

The relationship of original student intent for enrolling at the college and employment status was not nearly as strong as the relationship between student intent and reasons for withdrawing from college. Those students whose original intent was "Preparation for Advanced or Specialized Training" have a higher proportion of full-time students and a lower proportion of former students employed. This would be expected of students with this intent. Clear relationships between the other intent categories and employment status were not found because most of the intent categories were job oriented. It is also likely that students who remained in college for a period of time changed their objectives during this time.

EDUCATIONAL STATUS OF FORMER OCCUPATIONAL/CAREER STUDENTS

The figure on the opposite page shows the analysis of the number of former occupational/career students who are continuing their education after leaving the community college. These results may be somewhat surprising to many people who consider occupational/career programs to be terminal in nature. These results show that once students are introduced to college work, although it may be in the occupational/career area, many of these students raise their aspiration for more education and as a result, continue their education after completing their work at the community college. Students who are exposed to some form of college education also tend to be more inclined to take part in continuing education throughout their later life. The following items summarize the results of this analysis:

1. Of all former students 15.6% of all graduates and non-graduates were continuing their education as full-time students after leaving the community college.

2. An additional 8.0% of the graduates and 11.9% of the non-graduates were continuing their education as part-time students.

The results of this analysis indicates that a substantial proportion of former occupational/career students who attended a community college continued their education after either graduating or terminating their education at the community college. Although this may not be a primary objective of the occupational/career programs in the community colleges, it seems to be a very positive secondary objective and one which has much value in raising the educational aspiration of the students and exposing the students to the values of continuing education throughout life.

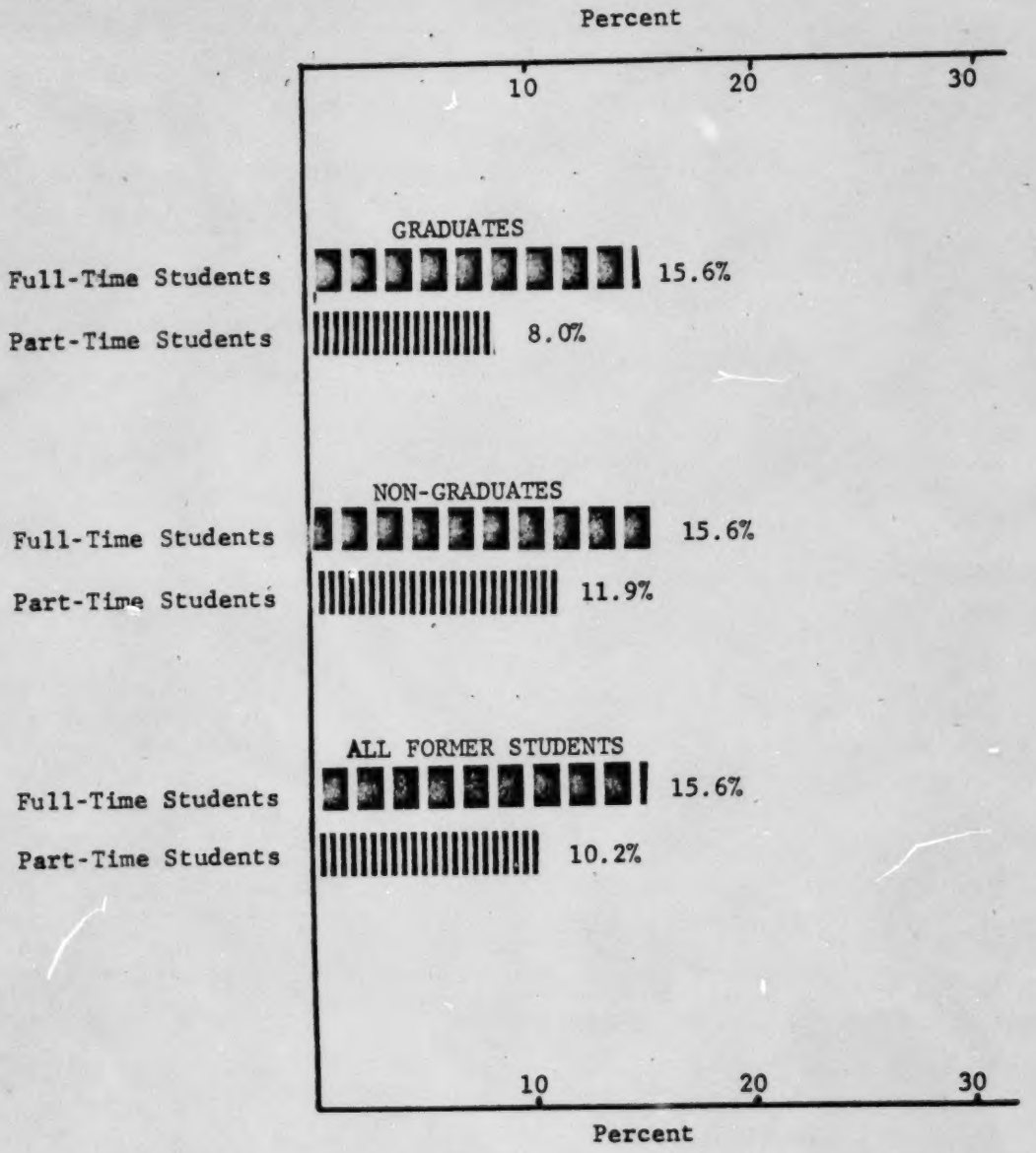

FIGURE 5: PERCENTAGE OF FORMER STUDENTS CONTINUING THEIR EDUCATION

Job Placement of Former Community College Occupational/Career Students

The figure on the opposite page illustrates the results of an analysis of how former community college occupational/career graduates obtained their present job or position. A very significant result of this analysis revealed that almost one out of five students continue in the same job that they had prior to enrolling at the community college. Most of these students remained full-time employed while attending the community college. This result indicates the unique characteristic of many of the community college students, that is, that many of these community college students are full-time employed while attending the community college. The result of this analysis can be summarized as follows:

1. Over one out of two students (55.4%) indicated that they found their present job or position on their own.

2. Approximately one out of five community college occupational/career graduates (19.1%) continued in a prior job.

3. Although a fair percentage of former occupational/career students indicated that they obtained their job or position through college faculty or college personnel, only a very small percentage (2.8%) of the graduates and 0.9% of the non-graduates indicated that they obtained their present job through the college placement office.

The Statewide Occupational Follow-Up Study had only one question relative to how former community college occupational/career students found their present job or position. The items shown in the figure on the opposite page were the choices that each individual had. It could well be that these former students may have received a number of services from college placement offices or through other college personnel even though eventually they may have found the job on their own or through some other source. It is also understandable that college faculty members and other college personnel who often find on-the-job training for many of their students would be responsible for finding a number of jobs for the graduates. Whether or not the community college placement office serves students adequately may need to be analyzed more closely at local community colleges by more detailed studies.

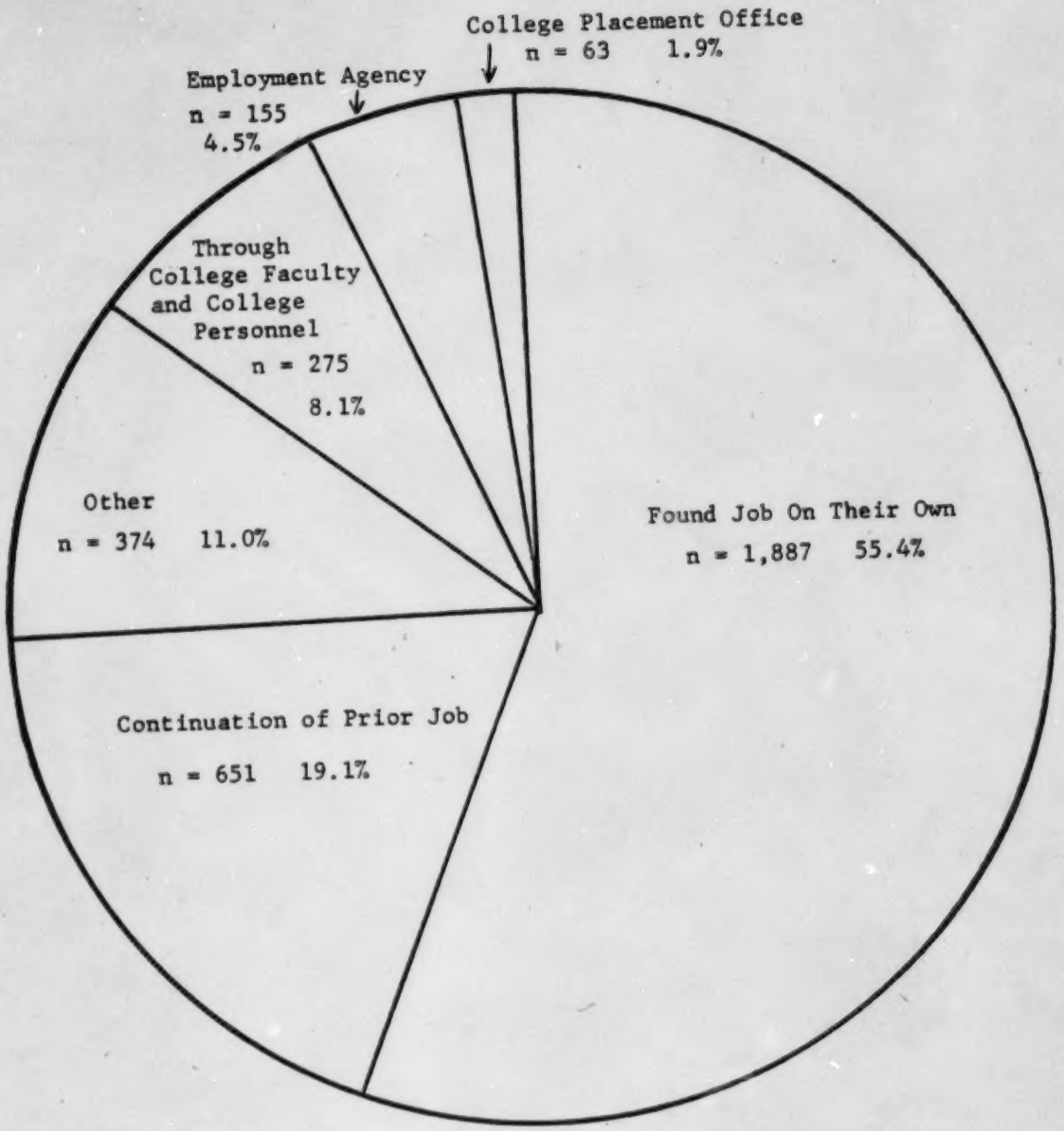

FIGURE 6: HOW FORMER COMMUNITY COLLEGE OCCUPATIONAL/CAREER STUDENTS REPORTED OBTAINING THEIR PRESENT JOB OR POSITION

Table 11 below shows a summary of the primary job placement service utilized by former occupational/career students in obtaining their present job. This table shows the data separately for graduates and non-graduates. The results showed that graduates utilized the college placement office and faculty and other college personnel to a significantly larger degree than did non-graduates of occupational programs. A larger proportion of non-graduates continued in a prior job than did graduates of occupational programs. Non-graduates also made more use of public and private employment agencies and had a higher proportion find their job on their own.

TABLE 11

SUMMARY OF JOB PLACEMENT OF FORMER OCCUPATIONAL STUDENTS

Job Placement	Graduates Number	Graduates Percent	Non-Graduates Number	Non-Graduates Percent	All Former Graduates Number	All Former Graduates Percent
Continuation of Prior Job	287	17.1%	364	21.1%	651	19.1%
College Placement Office	48	2.8%	15	0.9%	63	1.9%
Faculty and College Personnel	237	14.1%	38	2.2%	275	8.1%
Public Employment Agency	24	1.4%	51	3.0%	75	2.2%
Private Employment Agency	30	1.8%	50	2.9%	80	2.3%
Found Job on Own	862	51.3%	1025	59.4%	1887	55.4%
Other	193	11.5%	181	10.5%	374	11.0%
No Response	95		135		230	
TOTAL	1776		1859		3635	

Analysis of Salaries of Occupational/Career Students

The student who was employed either full-time or part-time was asked to indicate his present monthly salary. This data was obtained from first year graduates, second year graduates, third year graduates, as well as from students who discontinued enrollment during each of these three years. It must be pointed out that former students employed on a part-time basis tended to lower some of the median salaries reported in this analysis. This factor should be considered when comparing the actual dollar figures. Another factor which greatly influenced the salary results were the salaries of former students mainly in the non-graduate category who continued in a job that they held prior to enrolling at the college. In other words, many of the non-graduates included in the study were full-time employees holding long tenure in their positions and earning relatively high salaries.

The figure on the next page shows a comparison of the median monthly salary of community college students who completed one year of education or less in an occupational/career program, students who completed one to two years of time in a community college, and students who completed two to three years at the community college. The results do indicate that additional education in an occupational/career program at the community college means substantial extra salary income for the individual. Other results of the salary analysis can be summarized as follows:

1. Former students who completed two to three years of education in an occupational/career program at a community college had average median monthly salaries $216 higher (annual median salaries $2592 higher) than did former students who completed one year or less at the community college.

2. Second and third year community college graduates who were generally ones completing an associate in applied science degree earned substantially higher median monthly salaries than did first year community college graduates who generally were certificate completers. Table 12 on page 29 shows a detailed analysis of the salaries of the graduates in this follow-up study.

3. The median salaries of non-graduates who terminated during the second year or third year were substantially higher than the median salaries of the non-graduates who terminated during the first year. Table 12 on page 29 shows a detailed analysis of the salaries of non-graduates in this follow-up study.

4. Since approximately half the data for the study was submitted on tables while half was submitted on individual IBM cards, a complete analysis excluding those students with prior jobs was impossible, however; this analysis was done using the individual data. The results showed that the large proportion of non-graduates with prior jobs did increase the median monthly salaries of non-graduates significantly as compared with graduates, however, after excluding all those students with prior jobs the non-graduates still had a slightly higher median monthly salary ($658) than did the non-graduates ($623). It seems that an analysis of the salaries of former students by specific program area or geographic region would be necessary to adequately explain the rationale for this result.

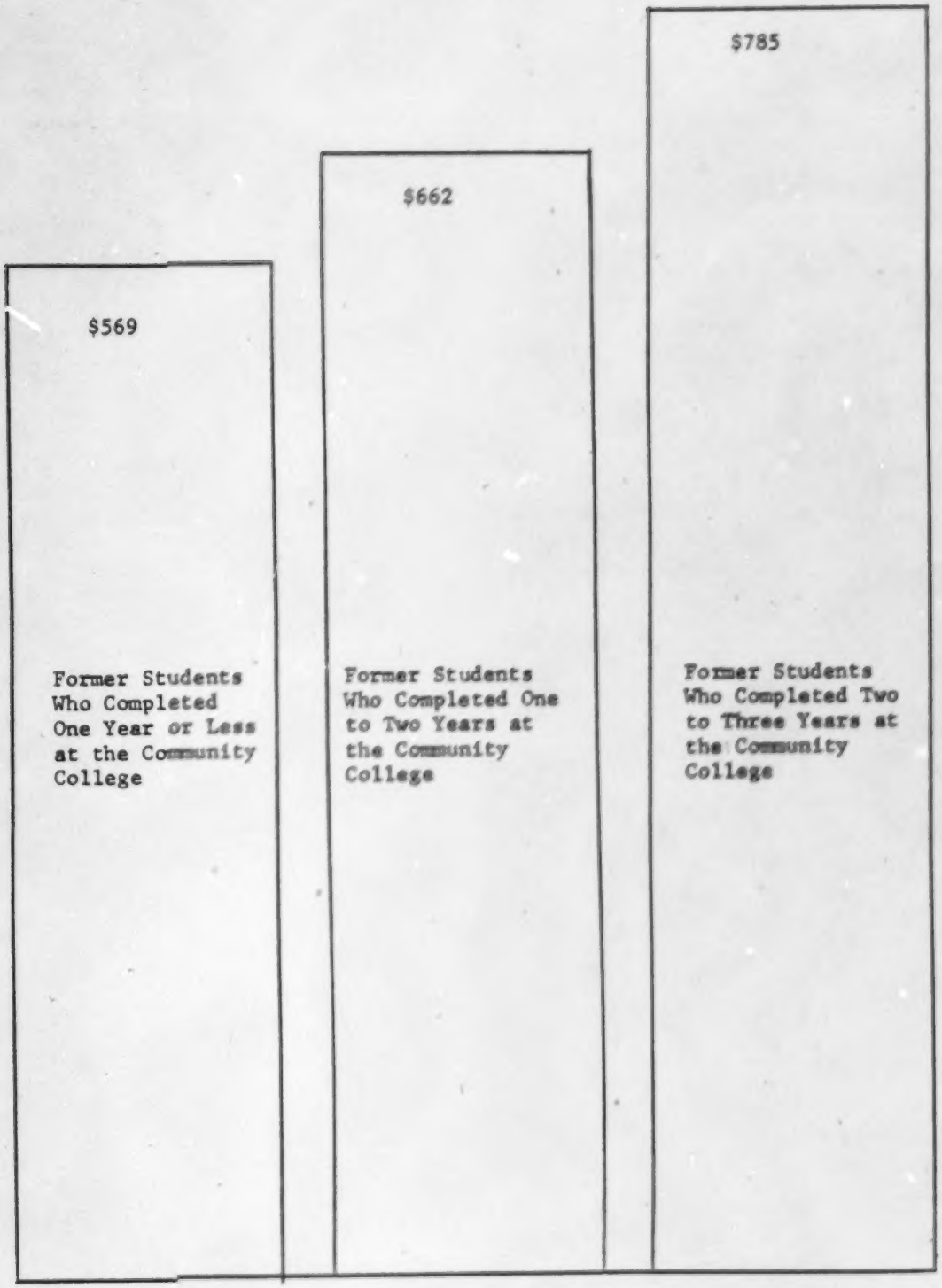
$569
$662
$785
Former Students Who Completed One Year or Less at the Community College
Former Students Who Completed One to Two Years at the Community College
Former Students Who Completed Two to Three Years at the Community College

Figure 7: MEDIAN MONTHLY SALARIES OF FORMER COMMUNITY COLLEGE OCCUPATIONAL/CAREER STUDENTS BY DURATION OF ENROLLMENT AT THE COLLEGE AS REPORTED IN THE STATEWIDE OCCUPATIONAL FOLLOW-UP STUDY.

Table 12
MONTHLY SALARIES OF EMPLOYED FORMER STUDENTS

GRADUATES

Salary Ranges	First Year Number	First Year Percent	Second Year Number	Second Year Percent	Third Year Number	Third Year Percent	All Graduates Number	All Graduates Percent
Less than $300 per Month	41	16.1%	86	10.6%	34	6.2%	161	10.0%
$301 to $500 per Month	109	42.9%	187	22.9%	78	14.3%	374	23.2%
$501 to $700 per Month	70	27.6%	193	23.7%	133	24.4%	396	24.5%
$701 to $900 per Month	21	8.3%	195	23.9%	116	21.3%	332	20.6%
$901 to $1,100 per Month	8	3.1%	101	12.4%	96	17.6%	205	12.7%
$1,101 to $1,130 per Month	2	.8%	32	3.9%	49	9.0%	83	5.1%
$1,301 to $1,500 per Month	1	.4%	7	.9%	21	3.9%	29	1.8%
More than $1,500 per Month	2	.8%	14	1.7%	18	3.3%	34	2.1%
Number Responding to This Item	254		815		545		1614	
No Response to This Item	37		70		55		162	
Total Number	291		885		600		1776	
Median Salary	$459		$640		$749		$638	

NON-GRADUATES

Salary Ranges	First Year Number	First Year Percent	Second Year Number	Second Year Percent	Third Year Number	Third Year Percent	All Non-Graduates Number	All Non-Graduates Percent
Less than $300 per Month	81	10.4%	47	10.5%	29	7.7%	157	9.7%
$301 to $500 per Month	186	23.9%	78	17.4%	39	10.3%	309	19.2%
$501 to $700 per Month	222	28.5%	98	21.8%	71	18.8%	391	24.3%
$701 to $900 per Month	121	15.5%	84	18.7%	68	18.1%	273	17.0%
$901 to $1,100 per Month	76	9.8%	68	14.1%	57	15.1%	201	12.5%
$1,101 to $1,300 per Month	55	7.1%	21	4.7%	50	13.3%	127	7.8%
$1,301 to $1,500 per Month	12	1.5%	29	6.5%	34	9.0%	75	4.6%
More than $1,500 per Month	26	3.3%	24	5.3%	29	7.7%	79	4.9%
Number Responding to This Item	779		450		377		1606	
No Response to This Item	131		85		37		253	
Total Numbers	910		535		414		1859	
Median Salary	$621		$706		$845		$673	

GRADUATES AND NON-GRADUATES

	First Year	Second Year	Third Year	All Years Combined
Median Salary	$569	$662	$785	$654

Job Satisfaction of Occupational/Career Students

The figure on the next page illustrates the results obtained from an analysis of job satisfaction of former occupational/career students in the Statewide Occupational Follow-Up Study. This figure shows the analysis by graduates and non-graduates. The table below shows a detailed analysis of this item. The results of this analysis can be summarized as follows:

1. Both former community college students who graduated and who terminated their education without graduating are relatively satisfied with their present job or position.

2. In comparing the results of the graduates and the non-graduates, the graduates are more satisfied and less dissatisfied than the non-graduates with their present job or position.

3. It seems that community colleges are helping students achieve greater job satisfaction either by providing the training or re-training for a desired job or by providing training for up-grading within the same job. This is a very significant outcome of a community college education for the students.

TABLE 13

SUMMARY OF JOB SATISFACTION

Job Satisfaction	Total Graduates Number	Total Graduates Percent	Total Non-Graduates Number	Total Non-Graduates Percent	Total All Students Number	Total All Students Percent
Very Satisfied	621	40.0%	575	33.4%	1,196	36.5%
Satisfied	647	41.7%	704	40.9%	1,351	41.3%
Not Sure	151	9.7%	192	11.2%	343	10.5%
Dissatisfied	108	7.0%	196	11.4%	304	9.3%
Very Dissatisfied	24	1.6%	54	3.1%	78	2.4%
No Response To This Item	225		138		363	
TOTAL	1,776		1,859		3,635	

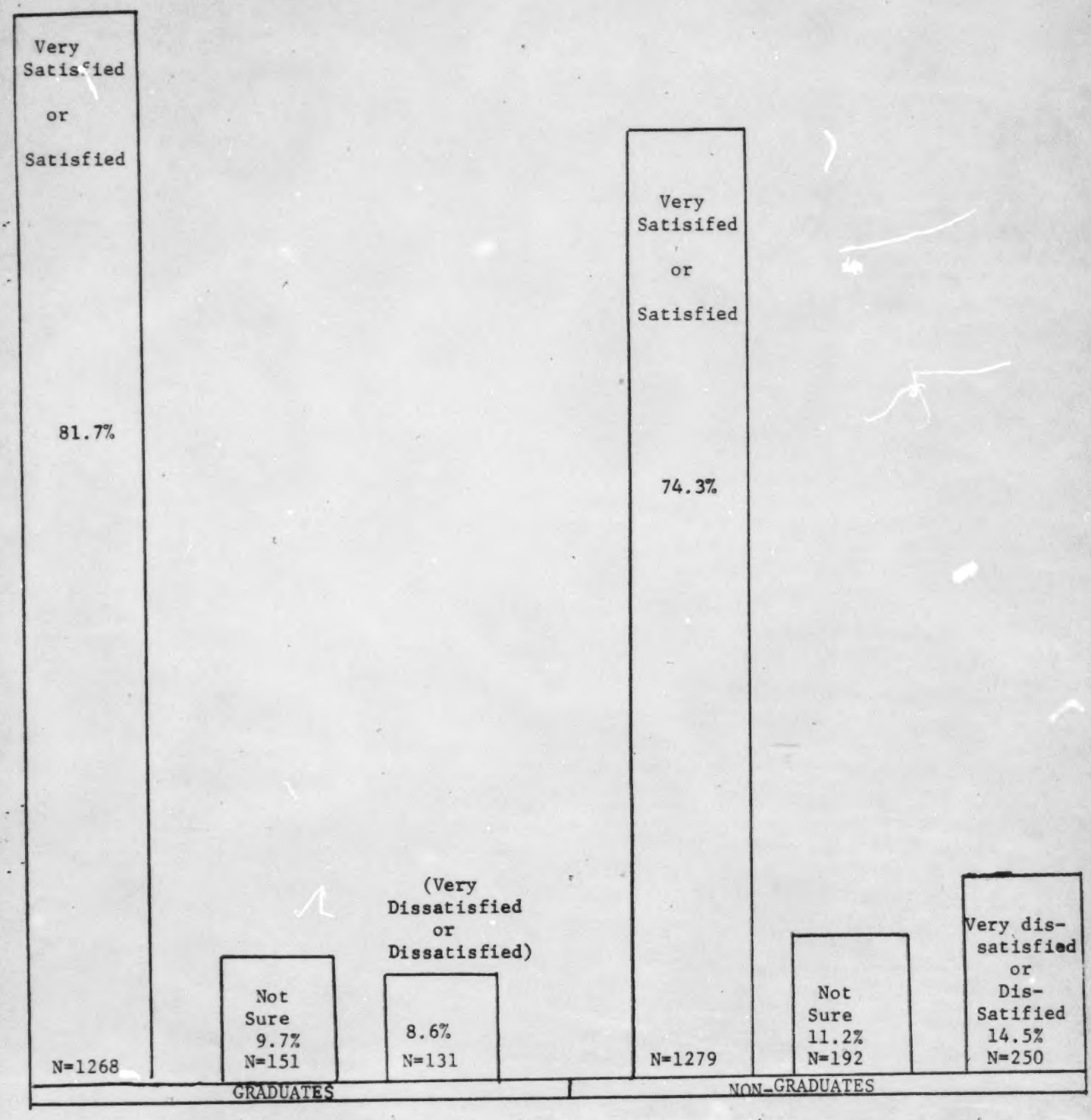

Figure 8: JOB SATISFACTION OF FORMER OCCUPATIONAL/CAREER STUDENTS WITH THEIR PRESENT JOB OR POSITION AS REPORTED IN THE STATEWIDE FOLLOW-UP STUDY.

Job Location of Former Community College Occupational/Career Students

This analysis revealed that former community college occupational/career students find employment primarily in the same district in which the community college is located. Figure 9 on the opposite page illustrates a summary of these results for all former students. The results of this analysis can be summarized as follows:

1. Over two out of every three community college occupational/career students (66.9%) find a job located in the same community college district in which the student was enrolled.

2. Slightly less than one out of three former community college occupational/career students (28%) found a job located in Illinois outside the community college district which they attended.

3. Only 5.1% of former community college occupational/career students were employed outside of Illinois.

These results indicate that community colleges in Illinois are a great asset to the local communities in which they are located and have great impact upon their economy. In addition, the local investment of tax support for community colleges brings many benefits to the various companies and businesses that are supplied with the well-trained employees of the community college. Secondly, the state investment in the community colleges also has many benefits to the State of Illinois, the industries, and business enterprises within the state by providing these institutions with well-trained employees that find their jobs mainly in the State of Illinois. It is somewhat surprising that such a low percentage of community college occupational/career former students found employment outside of the State of Illinois when considering the large boundaries of the state and areas such as the metropolitan St. Louis area which tends to draw many employees across the state line.

A summary of the results of this analysis by graduates and non-graduates is shown in Table 14 below.

TABLE 14

SUMMARY OF JOB LOCATION

Job Location	Graduates Number	Graduates Percent	Non-Graduates Number	Non-Graduates Percent	All Former Students Number	All Former Students Percent
Within Community College District	1,082	63.3%	1,200	69.7%	2,282	66.9%
Not Within Community College District But in Illinois	494	27.2%	460	26.7%	954	28.0%
Outside Illinois	114	6.5%	62	3.6%	176	5.1%
No Response to This Item	86		137		223	
TOTAL	1,776		1,859		3,635	

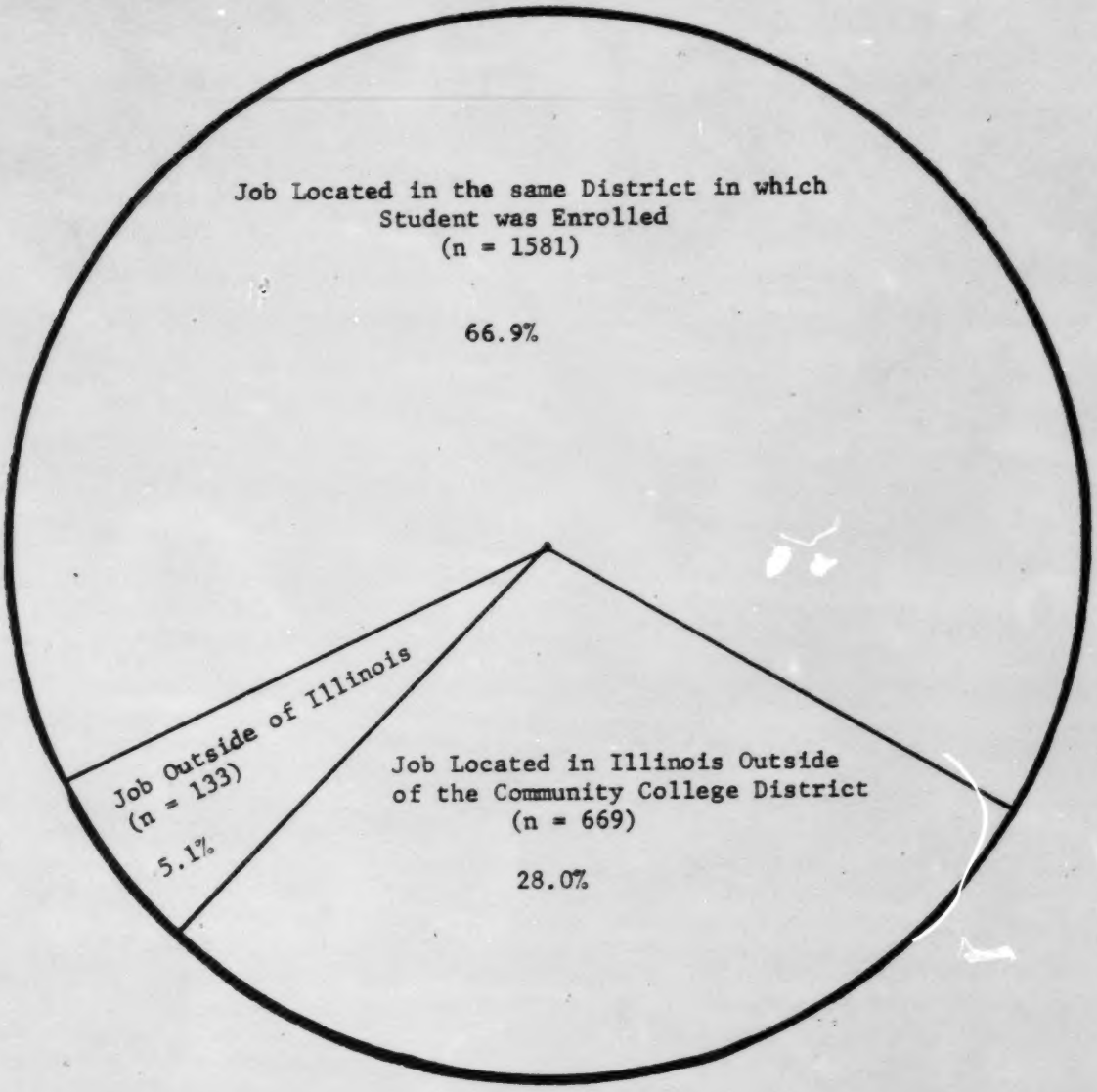
Job Located in the same District in which Student was Enrolled
(n = 1581)
66.9%
Job Outside of Illinois
(n = 133)
5.1%
Job Located in Illinois Outside of the Community College District
(n = 669)
28.0%

Figure 9: JOB LOCATION OF FORMER COMMUNITY COLLEGE OCCUPATIONAL/CAREER STUDENTS AS REPORTED IN THE STATEWIDE OCCUPATIONAL FOLLOW-UP STUDY.

Analysis of Occupational/Career Graduates by Program Area

Table 15 on the next page shows a summary of the follow-up data of occupational/career graduates by occupational program area. This table shows the percent of graduates employed full-time or part-time, the median monthly salary of graduates 6 to 9 months after graduation, the percent of these students who were either very satisfied or satisfied with their current job or position, and the job location of graduates by each occupational program area as identified by the Occupational Education (OE) Code. The OE Codes were utilized because they are commonly used for reporting occupational programs and provide comparable categories nation-wide.

In analyzing the results by occupational programs, it is important to remember that median monthly salaries reported are 1975, 1976, and 1977 salaries which were obtained from the follow-up surveys conducted during those three years; hence, if these salaries are used for comparison with current salaries an inflationary factor should be utilized. In addition, it must be noted that the data represents salaries for part-time employed as well as full-time employed graduates. Approximately 14% of the employed graduates were employed on a part-time basis. Due to the aggregate reporting method utilized in this study it was not possible to separate the full-time employed graduates from the part-time employed graduates by occupational program area.

The data provided in Table 15 on the next page is most appropriate for comparative purposes among the programs listed. For example, in comparing the follow-up results of graduates from the nursing (associate degree) program with the graduates of the practical nursing (one year certificate) program, we note that the employment rate of the registered nursing graduates is 9% higher than that of the practical nursing graduates. Also, the median monthly salary of registered nursing graduates is $242 per month higher than that for practical nursing students. This type of data is very valuable for a prospective student to consider when trying to decide what type of educational program they wish to pursue.

A summary of the five occupational programs whose graduates reported the highest median monthly salaries and the five occupational programs whose graduates reported the lowest median monthly salaries are listed below.

Five Highest Paying Occupational Program Areas

Program Area	Median Monthly Salary
Fire Prevention & Control	$1301
Coal Mining Technology	$1134
Dental Hygiene Technology	$1051
Real Estate Technology	$1001
Supervisory, Administrative Management	$ 976

Five Lowest Paying Occupational Program Areas

Program Area	Median Monthly Salary
Personnel Training Technology	$ 301
Textile Production & Fabrication Technology	$ 368
Typing Occupations	$ 376
Personal Services & Occupational	$ 426
Home Economist Assisting	$ 444

TABLE 15

FOLLOW-UP DATA OF OCCUPATIONAL/CAREER GRADUATES* BY PROGRAM AREA

OE CODE	OCCUPATIONAL PROGRAM	NUMBER RESPONDING	PERCENT EMPLOYED	MEDIAN MONTHLY SALARY**	SATISFIED OR VERY SATIS. W/PRESENT JOB	LOCATION OF JOB: IN DIS-TRICT	LOCATION OF JOB: OUT-OF DIS-TRICT	LOCATION OF JOB: OUT-OF STATE
01.01	Agricultural Prod.	66	95%	$ 748	92%	74%	23%	3%
01.02	Agricultural Supply	56	71	801	92	80	15	5
01.03	Agricultural Mechanics	49	04	674	88	57	41	2
01.05	Ornamental Horticulture	35	86	584	66	60	31	10
01.06	Agricultural Resources	15	67	626	60	40	60	--
04.07	Food Services	9	67	601	83	33	67	--
04.08	General Merchandise	22	83	651	63	75	19	6
04.11	Hotel and Lodging	7	100	651	43	60	60	--
04.17	Real Estate	12	100	1001	83	83	17	--
04.20	Retail Trade	17	76	801	100	79	21	--
04.99	Other Distributive Educ.	20	65	701	77	77	23	--
07.0101	Dental Assisting	23	87	468	82	59	32	9
07.0102	Dental Hygiene	22	91	1051	95	40	45	15
07.0103	Dental Laboratory Tech.	6	100	651	--	--	50	50
07.02	Medical Laboratory Tech.	21	86	737	85	82	6	12
07.0301	Nursing (Assoc. Degree)	152	89	807	81	66	30	4
07.0302	Practical Nursing	123	80	565	92	72	23	5
07.0305	Surgical Technician	10	70	621	88	25	63	12
07.04	Rehabilitiation Aide	17	82	589	85	54	38	8
07.05	Radiologic Technician	27	96	834	82	59	33	8
07.0904	Medical Assisting	9	89	621	86	63	12	25
07.0908	Food Service Supervisor	7	86	651	50	33	67	--
07.0913	Medical Records	8	100	601	88	25	12	63
09.02	Home Economist Assisting	92	73	444	83	60	37	3
14.01	Accounting and Comput. Occ.	114	82	633	72	78	17	5
14.0200	Business Data Process.	56	93	734	81	68	25	7
14.0203	Computer Programming	53	81	851	82	57	41	2
14.03	General Office Occup.	24	58	458	92	77	23	--
14.04	Infor. Communicat. Occ.	12	67	601	100	44	44	12
14.06	Personnel Train. Tech.	22	55	301	82	73	--	27
14.07	Stenographic Occup.	199	83	574	81	73	19	8
14.08	Administrative Mgmt.	54	76	976	65	42	51	7
14.09	Typing Occupations	18	56	375	82	86	14	--

CONTINUED ON NEXT PAGE

* Study included only students who initially enrolled at an Illinois public community college during Fall 1974.

** Salaries reported are 1975, 1976, and 1977 median monthly salaries reported six to nine months after the students graduated from the program and include salaries of students employed on a part-time basis.

TABLE 15 (cont.)

FOLLOW-UP DATA OF OCCUPATIONAL/CAREER GRADUATES* BY PROGRAM AREA

OE CODE	OCCUPATIONAL PROGRAM	NUMBER RESPONDING	PERCENT EMPLOYED	MEDIAN MONTHLY SALARY**	SATISFIED OR VERY SATIS. W/PRESENT JOB	LOCATION OF JOB: IN DIS-TRICT	LOCATION OF JOB: OUT-OF DIS-TRICT	LOCATION OF JOB: OUT-OF STATE
16.0103	Architectural Tech.	26	62	668	83	85	15	--
16.0104	Automotive Tech.	18	100	701	83	67	22	11
16.0108	Electronic Tech.	63	81	947	77	45	39	16
16.0113	Mechanical Tech.	41	90	923	70	82	15	3
16.0116	Petroleum Tech.	6	100	601	50	50	33	17
16.05	Coal Mining Tech.	79	72	854	82	49	47	4
16.99	Occup. Health & Saf. Tech.	9	100	701	75	75	25	--
17.01	Air Conditioning	24	96	751	84	65	35	--
17.03	Automotive Services	35	91	768	87	67	33	--
17.04	Aviation Occup.	8	75	751	100	20	20	60
17.07	Commercial Art	26	92	526	78	61	35	4
17.13	Drafting	13	77	726	75	45	45	10
17.15	Electronic Service	9	78	726	43	1--	--	--
17.2302	Machine Shop	11	82	851	75	63	12	25
17.2306	Welding	11	82	634	33	67	22	11
17.26	Personal Svc. & Occup.	20	80	426	84	84	11	5
17.2801	Fire Prevent. & Control	13	92	1301	91	73	27	--
17.2802	Law Enforcement	75	77	739	77	59	38	3
17.33	Textile Production	15	80	368	46	18	73	9
17.37	Coal Mining	11	100%	$1134	100%	82%	--	18%
	All Other Programs***	120	80%	$ 676	77%	75%	22%	3%
	All Graduates Responding	2010	80%	$ 638	82%	67%	28%	5%

***Includes programs with less than five respondents and unreported O.E. Codes.

Evaluation of Occupational/Career Courses By Former Students

The follow-up survey also asked former students to evaluate the relevancy of their occupational/career courses at the community college to various aspects of their job or position. The table below shows a summary of this analysis by graduates and non-graduates. The results indicate that both graduates and non-graduates found occupational/career courses to be relatively helpful in various aspects of their present job or position.
A much higher proportion of the graduates rated these courses as either very helpful or helpful than did the non-graduates. A sizable proportion of the non-graduates indicated that the particular courses they took did not apply to the particular aspect of their present position listed in the item. Since the non-graduate responded quite differently to this item further study would seem to be indicated to determine the reasons for this difference.

Table 16

PERCENTAGE OF EMPLOYED FORMER STUDENTS WHO RATED THEIR OCCUPATIONAL/CAREER COURSE AS EITHER VERY HELPFUL OR HELPFUL IN THE PARTICULAR ASPECTS OF THEIR PRESENT POSITION

Aspects of Present Position	Graduates		Non-Graduates	
	N	Percent	N	Percent
Learning Skills & Competencies Needed on the Job	1183	76.3%	751	44.6%
Knowing How to Use Job Tools & Equip.	1047	67.3%	557	33.4%
Getting along with Customers, Clients & Other Workers	973	63.0%	625	37.7%
Locating Additional Information Needed on the Job	874	57.0%	510	30.8%
Understanding Employer-Employee Relations	875	56.9%	575	34.6%
Knowing How to Get Ahead in a Job in this Industry	755	50.2%	496	29.8%

CONCLUSIONS AND RECOMMENDATIONS

To make an objective evaluation of the ICCB Statewide Occupational Follow-Up Study it is necessary to examine the objectives of the study when the study was initiated. Since the ICCB Research Advisory Council developed a set of objectives for this study back in 1974, it is possible to evaluate to what degree these objectives (which are listed on page 3 of this report) have been accomplished by this study.

The first objective was "To Identify the Reasons that Students Have for Taking Course Work in Occupational/Career Areas in the Community Colleges". By identifying the original intent of the students in the Occupational Follow-Up Study, this objective was accomplished and proved to be a very significant item in the overall analysis of the data in the follow-up study. Results showed that only 56.2% of the students enrolled in an occupational/career program at the community college with the intent of preparation for employment in an occupational/career area. Most follow-up studies assume that all students in the occupational/career programs enter community colleges with very short term intents, such as "Improvement of Skills and Competencies Useful in Present Job or Business" or "Exploration of Career Opportunities in Vocational/Technical Areas". Hence, the study revealed that many community college students who withdraw after the first term do so because they successfully completed their original objective for enrolling at the college and should be considered as completers rather than as dropouts.

The second objective of the study was "To Determine to What Extent Former Occupational/Career Students Achieve Their Objectives". This follow-up study was able to show that both graduates and non-graduates of occupational/career programs in the community colleges achieve their objectives to a large degree. These former students were successful in obtaining full-time employment after completing their course work at the community college. A sizable proportion of the students continued their education beyond the community college on either a full-time or part-time basis. Of those students that were employed, a large proportion were very satisfied with their present job or position and were making very adequate salaries.

Because a substantial proportion of the non-graduates continued their previous employment it was impossible to make a fair comparison of the median salary for graduates as compared to non-graduates. The aggregate form of the reported data obtained from many of the colleges did not enable this factor to be isolated in the analysis. It is recommended that in future follow-up studies, individual data be obtained so that any factor can be controlled to ensure that required analysis is possible.

Recommendation 1: Data obtained for future statewide occupational follow-up studies should be obtained on an individual student basis so that analysis of the results can be made with complete control of all the variables.

Recommendation 2: Students who are enrolled at the community colleges and are employed full-time constitute a significant unique group of students that should be studied separately in a future follow-up study. One criteria of success that might be used with this group is an increase in salary or advancement in their job or position which result from the additional education at the community college.

The former students were also asked to evaluate how well occupational/career courses prepared them for various aspects of their jobs. A majority of the graduates indicated that these courses were helpful in preparing them for these aspects of their jobs. Although many non-graduates also indicated that these courses were helpful, a large proportion indicated that the courses they took did not apply to these aspects of their jobs. The reasons for this were not clear from this study. Since the part-time adult students responded quite differently to this item, the following recommendation seems in order.

Recommendation 3: Part-time students should be surveyed as a unique group to determine their objectives for enrolling at the community college and how well specific community college courses are meeting their objectives.

When asked how the former community colleges occupational/career students found their jobs only a small percentage (1.9%) credited the college placement office as being responsible for helping them find their present position. Although a larger percentage (12.3%) credited their college instructors or other college personnel for helping them find their present job the majority of the students reported that they found the job on their own (55.4%). Almost one out of five students (19.1%) continued in a prior job after. The one item about job placement used in this follow-up study was not adequate to answer all the questions and possible reasons for these results. Hence, a more detailed study of the placement needs of community college students and the best ways that these needs can be met by the college placement offices seems to be needed. This suggests the following recommendation:

Recommendation 4: Community colleges should conduct a detailed study of the job placement needs of their students and the effectiveness of the college placement offices in meeting these needs.

The third objective of the study was "To Determine the Enrollment Patterns of Occupational/Career Students in the Community Colleges of Illinois". This objective was to a large degree accomplished during the first year of the study and through the withdrawal analysis conducted after the end of the first year. This analysis revealed that over one out of three (37%) of the full-time students discontinued their college education without completing a certificate or degree program during the first year. Of the part-time students, over one out of two (54.2%) discontinued their education during the first year of enrollment. It must be pointed out that a substantial proportion of these students that discontinued enrollment did so because they either completed their original intent for enrolling at the college, were able to find full-time employment, or interrupted their enrollment temporarily because of family or job responsibilities. Very few of these students discontinued their education because of academic difficulty or other reasons traditionally thought to be ones for students to withdraw from college.

Many students who temporarily interrupt their enrollment at the community colleges do re-enroll at a later time. The design of this "follow-up" did not provide for a detailed study of these students, although this type of study would be needed to adequately document the enrollment patterns of community college students. This suggests the following recommendation:

Recommendation 5: A detailed study should be conducted of students who discontinue their enrollment at the community colleges prior to completing their objectives to determine if and when they re-enroll at the college.

The fourth objective of the study was "To Determine the Job Location of Former Community College Occupational/Career Students". The follow-up study revealed that a large majority of former community college occupational/career students obtained employment in the same community college district they attended (67%). A sizable proportion obtained employment in a nearby community college district and within the State of Illinois (28%) and only a small percentage (5%) found employment outside of Illinois.

Objectives five, six, and seven of the State Occupational Follow-Up Study all deal with the local development and local use of occupational follow-up study data at the local community colleges. These objectives are as follows:

5. "To Assist and Encourage Local Institutions in Developing Occupational Follow-Up Studies";

6. "To Assist the Local Institution in Obtaining Data Necessary for Master Planning in Occupational Program Areas"; and

7. "To Assist in Providing Necessary Data for Local Occupational Program Advisory Committees".

Although a few community colleges had excellent occupational follow-up studies prior to 1974 when this Statewide Occupational Follow-Up Study was initiated, the majority of the public community colleges in Illinois had no occupational follow-up studies at that time. Due to the initiation of the ICCB Statewide Occupational Follow-Up Study all public community colleges in Illinois that had occupational/career students enrolled in the Fall of 1974 were involved in following up their sample of occupational/career students. This meant that many community colleges were initiating occupational follow-up studies of their own for the very first time. A number of these community colleges went beyond the scope of the Statewide Occupational Follow-Up Study and followed up their students each term from year to year rather than just the sample used in the statewide study. Hence, many community colleges took advantage of the encouragement and assistance provided through the Statewide Occupational Follow-Up Study to develop viable occupational follow-up studies at their local institution. These studies were often independent of the Statewide Occupational Follow-Up Study and were based on local institutional needs.

The Research Advisory Council considered objectives 5, 6, and 7 to be the major reasons for developing the Statewide Occupational Follow-Up Study. To a large extent, these objectives have been accomplished. Hopefully, the community colleges will continue to further develop their efforts in this area and to make better use of the occupational follow-up study information at their own institutions.

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Appendix A, including the tables listed below, has been deleted due to irreproducibility.

APPENDIX A

TABLES SHOWING RESPONSE RATES BY COLLEGE FOR THE WITHDRAWAL ANALYSIS, THE FIRST, SECOND, AND THIRD YEAR FOLLOW-UP SURVEYS.

Table 17 - Number and Percent of Occupational/Career Students Withdrawn From College One Year After Enrollment By Community College - Page 41

Table 18 - Number of Graduates and Non-Graduates Included in the First Year Follow-Up Study of Former Occupational/ Career Students by College - Page 42

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Table 20 - Number of Graduates and Non-Graduates Included in the Third Year Follow-Up Survey of Former Occupational/ Career Students by College - Page 44

APPENDIX B

TABLES SHOWING ADDITIONAL DETAILED ANALYSIS OF THE FOLLOW-UP RESULTS

Table 21 - Employment Status of Community College Occupational/Career Graduates - Page 45

Table 22 - Employment Status of Community College Occupational/Career Non-Graduates - Page 46

Table 23 - How Employed Former Community College Occupational Students Reported Finding Their Job - Page 47

Table 24 - Job Satisfaction of Employed Former Students - Page 48

Table 25 - Job Location of Employed Former Students - Page 49

Table 26 - Summary of Evaluation of Occupational/Career Courses in the Community College By Employed Graduates - Page 50

Table 27 - Summary of Evaluation of Occupational/Career Courses in the Community College by Employed Non-Graduates - Page 50

Table 28 - Status of Graduates as Indicated in Follow-Up Survey by Original Student Intent, Page 51

Table 29 - Status of Non-Graduates as Indicated in Follow-Up Survey by Original Student Intent, Page 52

Table 21

EMPLOYMENT STATUS OF COMMUNITY COLLEGE OCCUPATIONAL/CAREER GRADUATES

Employment Status	First Year Graduates		Second Year Graduates		Third Year Graduates		All Graduates	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. In the Labor Force and Not in School								
a. Employed Full-Time (35 hrs. or more a week)	221	63.9%	635	64.5%	435	64.0%	1291	64.2%
b. Employed Part-Time (Less than 35 hrs. a Week)	25	7.2%	49	5.0%	29	4.3%	103	5.1%
2. In the Labor Force and also Going to School								
a. Working Part-Time and Going to School Part-Time	2	.6%	17	1.7%	9	1.3%	28	1.4%
b. Working Full-Time and Going to School Part-Time	22	6.3%	54	5.5%	57	8.4%	133	6.6%
c. Working Full-Time and Going to School Full-Time	2	.6%	11	1.1%	11	1.6%	24	1.2%
d. Full-Time Student and Working Part-Time	17	4.9%	48	4.9%	40	5.9%	105	5.2%
3. Not in Labor Force								
a. Full-Time Student	16	4.6%	114	11.6%	54	7.9%	184	9.2%
b. Full-Time Homemaker	17	4.9%	16	1.6%	22	3.2%	55	2.7%
c. Unemployed and Actively Seeking a Job	20	5.8%	28	2.9%	11	1.6%	59	2.9%
d. Unemployed: Not Seeking a Job	2	.6%	10	1.0%	4	0.6%	16	0.8%
e. Military Service	0	0	1	0.1%	2	0.3%	3	0.2%
Other	2	.6%	1	0.1%	6	0.9%	9	0.5%
Total Responding	346		984		680		2010	
No Response to This Item	1		5		5		11	
Total	347		989		685		2021	

Table 22

EMPLOYMENT STATUS OF COMMUNITY COLLEGE
OCCUPATIONAL/CAREER NON-GRADUATES

Employment Status	First Year Non-Graduates Number	Percent	Second Year Non-Graduates Number	Percent	Third Year Non-Graduates Number	Percent	All Non-Graduates Number	Percent
1. In the Labor Force and Not in School								
a. Employed Full-Time (35 hrs. or more a week)	831	54.1%	454	53.4%	301	59.4%	1586	54.8%
b. Employed Part-Time (Less than 35 hrs. a Week)	90	5.8%	30	3.5%	15	3.0%	135	4.7%
2. In the Labor Force and also Going to School								
a. Working Part-Time and Going to School Part-Time	30	2.0%	14	1.6%	13	2.5%	57	2.0%
b. Working Full-Time and Going to School Part-Time	136	8.8%	95	11.2%	53	10.4%	284	9.8%
c. Working Full-Time and Going to School Full-Time	12	.8%	13	1.5%	6	1.2%	31	1.1%
d. Full-Time Student and Working Part-Time	30	2.0%	36	4.2%	24	4.7%	90	3.1%
3. Not in Labor Force								
a. Full-Time Student	185	12.0%	107	12.6%	39	7.7%	331	11.4%
b. Full-Time Homemaker	89	5.8%	45	5.3%	28	5.5%	162	5.6%
c. Unemployed and Actively Seeking a Job	72	4.7%	31	3.6%	14	2.8%	117	4.0%
d. Unemployed: Not Seeking a Job	40	2.6%	17	2.0%	6	1.2%	63	2.2%
e. Military Service	12	0.8%	9	1.1%	3	0.6%	24	0.8%
Other	9	0.6%	0		5	1.0%	14	0.5%
Total Responding	1536		851		507		2894	
No Response to This Item	29		10		7		46	
Total	1565	100%	861	100%	514	100%	2940	100%

Table 23

HOW EMPLOYED FORMER COMMUNITY COLLEGE OCCUPATIONAL STUDENTS REPORTED FINDING THEIR JOB

GRADUATES

Job Placement	First Year Number	First Year Percent	Second Year Number	Second Year Percent	Third Year Number	Third Year Percent	All Graduates Number	All Graduates Percent
Continuation of Prior Job	55	20.2%	141	16.7%	91	16.2%	287	17.1%
College Placement Office	7	2.6%	23	2.7%	18	3.2%	48	2.8%
Faculty and College Personnel	25	9.2%	128	15.1%	84	14.9%	237	14.1%
Public Employment Agency	0		12	1.4%	12	2.1%	24	1.4%
Private Employment Agency	2	.7%	13	1.6%	15	2.7%	30	1.8%
Found Job on Own	159	58.2%	417	49.3%	286	50.9%	862	51.3%
Other	25	9.1%	112	13.2%	56	10.0%	193	11.5%
No Response	18		39		38		95	
Total Employed	291		885		600		1776	

NON-GRADUATES

Job Placement	First Year Number	First Year Percent	Second Year Number	Second Year Percent	Third Year Number	Third Year Percent	All-Nongraduates Number	All-Nongraduates Percent
Continuation of Prior Job	197	23.7%	85	17.5%	82	20.3%	364	21.1%
College Placement Office	5	.6%	6	1.2%	4	1.0%	15	.9%
Faculty and College Personnel	14	1.7%	15	3.1%	9	2.2%	38	2.2%
Public Employment Agency	18	2.2%	14	2.9%	19	4.7%	52	3.0%
Private Employment Agency	26	3.1%	8	1.6%	16	4.0%	50	2.9%
Found Job on Own	471	56.5%	318	65.3%	236	58.4%	1025	59.4%
Other	102	12.2%	41	8.4%	38	9.4%	181	10.5%
No Response	77		48		10		135	
Total Employed	910		535		414		1860	

Table 24

JOB SATISFACTION OF EMPLOYED FORMER STUDENTS

	GRADUATES							
	First Year		Second Year		Third Year		All Graduates	
Job Satisfaction	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Very Satisfied	115	42.1%	315	41.7%	191	36.5%	621	40.0%
Satisfied	116	42.5%	290	38.4%	241	46.1%	647	41.7%
Not Sure	29	10.6%	74	9.8%	48	9.2%	151	9.7%
Dissatisfied	12	4.4%	62	8.2%	34	6.5%	108	7.0%
Very Dissatisfied	1	.4%	14	1.9%	9	1.7%	24	1.6%
No Response to This Item	18		130		77		225	
Total	291		885		600		1776	

	NON-GRADUATES							
	First Year		Second Year		Third Year		All Non-Graduates	
Job Satisfaction	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Very Satisfied	290	34.8%	155	31.8%	130	32.5%	575	33.4%
Satisfied	339	40.7%	199	40.8%	166	41.5%	704	40.9%
Not Sure	86	10.3%	58	11.9%	48	12.0%	192	11.2%
Dissatisfied	93	11.2%	66	13.5%	37	9.2%	196	11.4%
Very Dissatisfied	25	3.0%	10	2.0%	19	4.8%	54	3.1%
No Response to This Item	77		47		14		138	
Total	910		535		414		1859	

Table 25

JOB LOCATION OF EMPLOYED FORMER STUDENTS

	GRADUATES							
	First Year		Second Year		Third Year		All Graduates	
Job Location	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Within Community College District	201	72.8%	499	59.1%	382	67.1%	1082	66.3%
Not Within Community College District but in Illinois	57	20.7%	275	32.5%	162	28.5%	494	27.2%
Outside Illinois	18	6.5%	71	8.4%	25	4.4%	114	6.5%
No Response to This Item	15		40		31		86	
Total	291		885		600		1776	

	NON-GRADUATES							
	First Year		Second Year		Third Year		All Graduates	
Job Location	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Within Community College District	598	71.6%	318	65.0%	284	71.4%	1200	69.7%
Not Within Community College District but in Illinois	207	24.8%	157	32.1%	96	24.1%	460	26.7%
Outside Illinois	30	3.6%	14	2.9%	18	4.5%	62	3.6%
No Response to This Item	75		46		16		137	
Total	910		535		414		1859	

TABLE 26

SUMMARY OF EVALUATION OF OCCUPATIONAL/CAREER COURSES
IN THE COMMUNITY COLLEGE BY EMPLOYED GRADUATES

Relationship of Course of/ Study to Present Position	Very Helpful	Helpful	Some Help	No Help	Does Not Apply	No Response
Learning Skills & Competencies Needed on the Job	726 (46.8%)	457 (29.5%)	163 (10.5%)	56 (3.6%)	149 (9.6%)	225 --
Knowing How to Use Job Tools & Equip.	600 (38.6%)	447 (28.7%)	185 (11.9%)	84 (5.4%)	240 (15.4%)	220 --
Getting along with Customers, Clients & Other Workers	443 (28.7%)	530 (34.3%)	308 (19.9%)	84 (5.4%)	180 (11.7%)	231 --
Locating Additional Information Needed on the Job	348 (22.7%)	526 (34.3%)	281 (18.3%)	125 (8.1%)	254 (16.6%)	242 --
Understanding Employer-Employee Relations	344 (22.3%)	531 (34.5%)	353 (22.9%)	132 (8.6%)	180 (11.7%)	236 --
Knowing How to Get Ahead in a Job in This Industry	303 (20.1%)	452 (30.1%)	326 (21.7%)	170 (11.3%)	253 (16.8%)	272 --

TABLE 27

SUMMARY OF EVALUATION OF OCCUPATIONAL/CAREER COURSES
IN THE COMMUNITY COLLEGE BY EMPLOYED NON-GRADUATES

Relationship of Course of/ Study to Present Position	Very Helpful	Helpful	Some Help	No Help	Does Not Apply	No Response
Learning Skills & Competencies Needed in the Job	316 (18.8%)	435 (25.8%)	269 (16.0%)	155 (9.2%)	508 (30.2%)	176 --
Knowing How to Use Job Tools & Equip.	239 (14.4%)	318 (19.1%)	215 (12.9%)	167 (10.0%)	727 (43.6%)	193 --
Getting Along with Customers, Clients & Other Workers	224 (13.5%)	401 (24.2%)	296 (17.8%)	140 (8.4%)	598 (36.1%)	200 --
Locating Additional Information Needed on the Job	185 (11.2%)	325 (19.6%)	288 (17.4%)	175 (10.6%)	682 (41.2%)	204 --
Understanding Employer-Employee Relations	210 (12.7%)	365 (22.0%)	296 (17.8%)	186 (11.2%)	603 (36.3%)	199 --
Knowing How to Get Ahead in a Job in this Industry	164 (9.9%)	332 (20.0%)	290 (17.4%)	216 (13.0%)	660 (39.7%)	197 --

TABLE 28

STATUS OF GRADUATES AS INDICATED IN FOLLOW-UP SURVEY
BY ORGINAL STUDENT INTENT

		Original Intent						
		1. Preparation for Employment in an Occup/Career Area	2. Improvement of Skills and Competencies Useful in Present Job or Business	3. Development and/or Review of basic Vocational Skills	4. Preparation for Advanced or Specialized Training	5. Exploration of Career Opportunities in the Voc/ Tech Areas	6. Unknown	Total Graduates
	Number Responding to Follow-Up Survey	1437	144	54	165	91	129	2010
1.	Employed Full-Time and Not in School	68%	60%	52%	48%	53%	57%	64%
2.	Employed Part-Time and Not in School	5%	6%	9%	1%	7%	7%	5%
3.	Working Part-Time and Going to School Part-Time	1%	3%	--	2%	1%	1%	1%
4.	Working Full-Time and Going to School Part-Time	6%	8%	15%	12%	3%	9%	7%
5.	Working Full-Time and Going to School Full-Time	1%	4%	2%	2%	2%	--	2%
6.	Full-Time Student and Working Part-Time	4%	6%	13%	10%	8%	8%	5%
7.	Full-Time Student	7%	6%	7%	20%	20%	11%	9%
8.	Full-Time Homemaker	3%	2%	--	2%	1%	4%	3%
9.	Unemployed but Actively Seeking a Job	4%	3%	2%	2%	3%	2%	3%
10.	Unemployed: Not seeking a Job	1%	--	--	1%	2%	--	1%
11.	Military Service	--	--	--	--	--	1%	--
12.	Other Response	--	2%	--	--	--	--	--

TABLE 29

STATUS OF NON-GRADUATES AS INDICATED IN FOLLOW-UP SURVEY
BY ORGINAL STUDENT INTENT

		Original Intent						
		1. Preparation for Employment in an Occup/Career Area	2. Improvement of Skills and Competencies Useful in Present Job or Business	3. Development and/or Review of basic Vocational Skills	4. Preparation for Advanced or Specialized Training	5. Exploration of Career Opportunities in the Voc/Tech Areas	6. Unknown	Total Graduates
	Number Responding to Follow-Up Survey	1391	589	150	256	232	372	2940
1.	Employed Full-Time and Not in School	53%	66%	66%	43%	52%	54%	55%
2.	Employed Part-Time and Not in School	4%	4%	5%	5%	7%	7%	5%
3.	Working Part-Time and Going to School Part-Time	1%	1%	1%	5%	1%	4%	2%
4.	Working Full-Time and Going to School Part-Time	6%	19%	9%	10%	11%	4%	9%
5.	Working Full-Time and Going to School Full-Time	1%	--	1%	3%	2%	1%	1%
6.	Full-Time Student and Working Part-Time	3%	1%	3%	8%	5%	2%	3%
7.	Full-Time Student	17%	3%	4%	12%	6%	9%	11%
8.	Full-Time Homemaker	7%	4%	4%	7%	5%	5%	6%
9.	Unemployed but Actively Seeking a Job	4%	2%	3%	4%	7%	8%	4%
10.	Unemployed: Not seeking a Job	2%	--	3%	2%	2%	3%	2%
11.	Military Service	1%	--	1%	1%	1%	2%	1%
12.	Other Response	1%	--	--	--	1%	1%	1%

APPENDIX C

STANDARDIZED SURVEY INSTRUMENTS

STANDARDIZED ITEMS
FOR THE
WITHDRAWAL ANALYSIS
INTERVIEW OR SURVEY

Note: Individual responses will be treated confidentially. Names are requested because of the need to verify program completions, where appropriate, for government reporting purposes.

Social Security Number_____ Date_____

Student's Name_____ College Program_____

Student's Permanent Address_____

_____

I. Reason for terminating your education. (Check the one reason which best fits your situation.)

____ A. Took all the courses that I originally planned to take.
____ B. Academic difficulty; courses too difficult.
____ C. Changed career goals.
____ D. Transferred to another college or school to continue advanced training.
____ E. Present job responsibilities too great.
____ F. Financially unable to attend at this time.
____ G. Cannot obtain transportation to and from college.
____ H. Present family responsibilities interfere.
____ I. Obtained full-time employment in the occupation for which I was trained at the community college.
____ J. Obtained full-time employment in an occupation which is related to the education received at the community college.
____ K. Other (Specify)_____

_____

Note: Colleges may include additional items needed for local use. These additional items should be reported as "other" (code 'K') for state reports.

II. What is your present employment status?

____ A. Employed full-time
____ B. Employed part-time
____ C. Unemployed

III. If you are employed, please complete the following:
Company or Organization_____
Address_____
_____
Job Title_____

IV. Are you presently seeking employment? ____ Yes ____ No

V. If you are seeking employment, would you like the assistance of the college Placement Office? ____ Yes ____ No

SUGGESTED DATA SURVEY

Name of College is very interested in helping each student achieve his or her educational goals. Please help us serve you better by completing the following information.

Name_____ Social Security #_____

I. Which one of the following items best describes your intent for being enrolled in an occupational program in the community college? (Check only one.)

____ A. Preparation for Employment in an Occupational/Career area.

____ B. Improvement of Skills and Competencies useful in Present Job or Business.

____ C. Development and/or Review of basic Vocational Skills.

____ D. Preparation for Advanced or Specialized Training.

____ E. Exploration of Career Opportunities in the Vocational/ Technical Areas.

II. What is your enrollment status? ____ Full-Time ____ Part-Time

III. We would like you to help us evaluate our programs both while you are at school and after you have completed your education. To be able to get your input we must be kept informed of your address changes. Please keep us informed. We are interested in you.

In case we cannot reach you at your latest permanent address, what one person would always know of your whereabouts. (Please list grandparent, aunt, uncle, or other relative or friend.)

Name_____ Relationship_____

Address_____

_____

FOLLOW-UP SURVEY

_____
Student's Name

A. Which one of the following was your main reason for leaving _____College? Circle only ONE Reason.

1. Graduated
2. Completed Educational Objective without Graduating.
3. Attended Another Institution.
4. Other Reasons.

B. Based upon your experience at _____ College, please rate the following areas and services of the College in terms of your job preference and/or job advancement. (Circle the Appropriate Letter for each item.)

E = Excellent
G = Good
P = Poor
N = Not Applicable

E G P N 1. Instruction in occupational courses.
E G P N 2. Instruction in non-occupational courses.
E G P N 3. Counseling and guidance by student services.
E G P N 4. Services from college job placement office.
E G P N 5. Services from student financial aid office.
E G P N 6. (College may add additional items of their choice.)_____
_____

C. Which ONE of the eleven choices below best describes what you are doing now? Circle only ONE of the items below.

1. WORKING AND NOT IN SCHOOL
   a. Employed full-time (35 hours or more a week)
   b. Employed part-time (less than 35 hours a week)

2. IN THE LABOR FORCE AND ALSO GOING TO SCHOOL
   a. Working part-time and going to school part-time
   b. Working full-time and going to school part-time
   c. Working full-time and going to school full-time
   d. Full-time student and working part-time

3. NOT IN THE LABOR FORCE
   a. Full-time student
   b. Full-time homemaker
   c. Unemployed but actively seeking a job
   d. Unemployed; not seeking a job
   e. Military Service

IF YOU ARE NOT EMPLOYED, RETURN THIS FORM AFTER COMPLETING ITEMS A THROUGH C.
IF YOU ARE EMPLOYED FULL-TIME OR PART-TIME, ANSWER ITEMS D THROUGH J.

D. If you are employed full-time or part-time, what is your approximate current monthly salary (before deductions)? Circle only the ONE range which includes your salary)

1. Less than $300 per month (less than $3,600)
2. $301 to $500 per month ($3,601 to $6,000)
3. $501 to $700 per month ($6,001 to $8,400)
4. $701 to $900 per month ($8,401 to $10,800)
5. $901 to $1,100 per month ($10,801 to $13,200)
6. $1,101 to $1,300 per month ($13,201 to $15,400)
7. $1,301 to $1,500 per month ($15,401 to $17,800)
8. More than $1,500 per month (more than $17,801)

E. In general, how satisfied are you with yoru present job? (Circle only ONE.)

1. Very Satisfied
2. Satisfied
3. Not Sure
4. Dissatisfied
5. Very Dissatisfied

F. What is the location of your primary place of employment? (Circle only ONE)

1. Within the _____Community College District.
2. Not in _____ College District but in Illinois.
3. Outside of Illinois.

G. How helpful were your occupational (vocational/technical) courses in the community college in preparing you for the following aspects of your present position? (Circle appropriate letter)

V = Very Helpful
H = Helpful
S = Some Help
N = No Help
D = Does Not Apply

V H S N D 1. Learning skills and competencies needed in the job.
V H S N D 2. Knowing how to use job tools and equipment.
V H S N D 3. Getting along with customers, clients, and other workers
V H S N D 4. I ating additional information needed on the job.
V H S N D 5. Understanding employer-employee relations.
V H S N D 6. Knowing how to get ahead in a job in this industry.
V H S N D 7. (College may add additional items of their choice)_____
_____

H. How did you obtain your present job? (Circle only ONE)

1. Continuation of prior job.
2. Through College Placement Office.
3. Through college faculty and personnel.
4. Public employment agency.
5. Through private employment agency.
6. Found job completely on my own.
7. Others: Please indicate_____

I. Please indicate the following information about your present position:

1. Firm or Employer _____
2. Employer Address _____
   _____
3. Supervisor's Name _____
4. Exact Title of your Position _____
   _____

J. List any other jobs which you have had since leaving college. List most recent job first.

	Write Job Title	Circle One Full-Time	Part-Time	For How Long Did You Have the Job?
1.	_____	FT	PT	___no. ___yr.
2.	_____	FT	PT	___no. ___yr.
3.	_____	FT	PT	___no. ___yr.
4.	_____	FT	PT	___no. ___yr.

UNIVERSITY OF CALIF.
LOS ANGELES
JUN 15 1979
CLEARINGHOUSE FOR
JUNIOR COLLEGES